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A journal for modern junior and senior high schools

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Editorial and General Office: 207 Fourth Avenue, New York 3, N.Y.

Subscription Offices: 450 Ahnaip Street, Menasha, Wis., and 203 Lexington Ave., Sweet Springs, Mo.

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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A journal for modern junior and senior high schools

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What Should Teachers Know about ADMINISTRATION?

By
HARLAN C. KOCH

N EARLY A QUARTER of a century ago this writer left the immediate ranks of public-school workers and joined those on the so-called higher level. Since that time he has been engaged largely in the training of personnel for the secondary schools.

Five years as a teacher and five years as a high-school principal afforded a rich orientation for this later phase of his experience. When he knew that he would stand before classes in secondary education and share the responsibility for their later success, he asked himself whether he would repeat the error of those who had trained him by painting teaching only in ideal and therefore unrealistic hues, preparing the unwary neophyte for disillusionment on the job, or whether he would portray the

work of a teacher in its true colors—a mixture of both bright and dull.

As he thought over his own experiences in the classroom and in the office, he decided to do the latter and has since had no cause to regret the decision. In the meantime, it has been strengthened by more than a decade of incalculably rich experience which has taken him into hundreds of schools and given him contacts with superintendents, principals, some thousands of teachers, and innumerable citizens and boards of education. He has seen much that was self-sacrificial and courageous and in keeping with correct tradition, and a great deal that was ignorant or servile or selfish.

From all of this have come some very definite conclusions about the human factor in school administration. As far as the teacher's concept of administration is concerned, it is rather obvious that it is at one and the same time incomplete, distorted, and indistinct. Such an inadequate understanding of an office which so predominantly affects the teacher's professional welfare—and therefore inescapably his personal life—is probably due to a variety of reasons, such as these:

1. No part of his formal preparation for teaching deals systematically with administration as a specialized field.

EDITOR'S NOTE: *Most teachers, says Dr. Koch, have never had an opportunity to obtain more than an "incomplete, distorted, and indistinct" concept of the procedures and problems of administration. And this lack of understanding works to the disadvantage of teachers, administrators, and the school system. Dr. Koch is professor of education in the School of Education, University of Michigan, Ann Arbor, Mich.*

2. No administrator through in-service channels gives the teaching staff a systematic insight into his place in the scheme of things.

3. More or less adventitious, run-of-the-mine contacts with administrators and their behavior consequently and inevitably lead the teacher to identify school executives as anthropomorphic creatures who talk largely in the negative, mysteriously about the budget, and compellingly about the "policies" of the board of education. Moreover, across-the-table gossip of others as faultily advised as he is fortifies him in such convictions.

4. And, sad to relate, despite standard principles of procedure and codes of professional ethics school administrators as individuals have wittingly or unwittingly confirmed teachers' suspicions by placing their personal interpretations upon what constitutes ethical conduct, loyalty, satisfactory achievement, and the like.

5. Finally, the teacher is being forced to take sides by a rising army of unionized teachers who are convinced that administration, and therefore administrators, must be categorized as essentially hostile and treated as such.

But to get on with the job of considering what the *secondary-school* teacher should know about school administration let us point out that he should understand these things:

1. That he is identified with a specialized level of the school system—namely, the high school—with its own administrative head whose rights and responsibilities are not unique but are delegated and therefore generally have no status in law.

2. That, because of the foregoing fact, the high-school principalship most clearly emerges in the largest schools but tends to become progressively indistinguishable from the superintendency as schools grow smaller.

3. That such coalescing of functions ex-

poses the teacher to the administrative oversight of *two* executives, rather than one, who may or may not see eye to eye on all policies and procedures.

4. That through a combination of factors, including the traditional attitudes of teachers themselves, high-school principals are largely reduced to the status of managers of plants—scarcely accepted as educational leaders.

Obviously the teacher should recognize a few irreducible factors in the teacher-administrator relationship. For instance:

1. The teacher is a party to a startling paradox, to wit, the teacher is more significant than the administrator, or, as a certain writer recently put it, "she is fundamentally more important than her boss . . . we venerate the great teacher and laugh at the man in the administrator's chair."¹ Paraphrased, this means that we extol the teacher for whom all others are hewers of wood and drawers of water.

2. School administration, in and of itself, has no excuse for being; instead, its sole purpose is to make education available to those who can profit from it.

3. In most instances, this task has become so complex that the teacher cannot function effectively without special personnel to prepare the way before him.

4. To meet the involved exigencies of his job the school executive must be as definitely specialized in a multitude of related areas as the teacher must be in relatively few.

5. Making education at any level available to a community has long since exceeded the powers of a single individual and therefore is fundamentally a cooperative undertaking.

6. Since educating the rising generation is a joint responsibility, its successful outcome turns upon the point of mutual

¹ George H. Henry, "Alas, The Poor School Superintendent." *Harper's Magazine*, Nov. 1946, pages 434-41.

respect between teacher and administrator.

What trends or signs of the times should the teacher discern?

1. A definite movement, as yet scarcely out of the talking stage, is gaining momentum toward more so-called democracy in administration.

On this point, however, a certain writer recently said, "Surely administrators must know and practice the techniques of co-operative educational effort. They must abide by the principles of democratic fellowship. If they do not they will inevitably bring about their own professional downfall. But this constant anti-administration propaganda indulged in by some petty educational preachers has become a sort of buffoonery. It practically serves to stimulate suggestible and neurotic teachers to attacks of educational dyspepsia. If we need administrators, and for practical reasons we seem to, let us give them the authority they need for genuine performance. If they misuse their authority, it is our business to displace them."²

2. Regardless of the present status of co-operative participation in administration, another two-way relationship is farther advanced—to wit, the pooling of judgments in curriculum construction and in the revision of classroom procedures.

Almost twenty years ago, Stuart A. Courtis argued for such an approach to educational problems under the general caption of the philosophy of efficiency versus the philosophy of growth in school management. He contended then that a one-way relationship between executive and teacher, whereby orders and suggestions with the force of orders flowed from the

office to the classroom but nothing flowed back, got results quickly but led to little growth; whereas, the converse (the two-way relationship), wherein the teacher tested such orders and suggestions and then passed critical observations to the office, was conducive to much growth although at the sacrifice of a degree of efficiency.

Also twenty years ago, still another writer, Herbert H. Foster, delimited such a cooperative relationship as follows: "Every member of the [high school] organization shall participate as fully in the determination of administrative procedure as is consistent with the efficiency and unity of that procedure as well as with the placing of the responsibility that such determination involves."³

Obviously the limits of an article like this will not permit the cataloguing of many specific administrative procedures which teachers should understand. For them to have such understanding would help not only them but their executives also. For instance, what should they know about budgeting and other basic fiscal procedures; the building of a high-school schedule and other programming practices; the interpreting of the school to the public; and so on, through the whole range of executive responsibilities? Perhaps one may generalize by saying that, by and large, the more fully teachers understand the work of the school executive, the more will such knowledge illuminate their own sphere of action. Certain it is that those executives who systematically introduce their teachers to the mysteries of administration multiply themselves many fold and cultivate peace and satisfaction for all concerned.

² Leon Mones, "Some School Immaturities." *The Clearing House*, Jan. 1947, pages 271-73.

³ Herbert H. Foster, *High School Administration*. New York: The Century Co., 1928, p. 31.

To administrators: Buy enough of whatever [audio-visual machines] you get so that they can be left set up, ready for immediate use by any class at any time. A machine locked up in the principal's office is as useful as a set of teeth on the bathroom shelf.—A. ELGIN HEINZ in *Audio-Visual Guide*.

Operation Frostbite:

A consumer-education project on home freezers, food, and better eating habits

By
LORETTA E. KLEE

ACTIVE PARTICIPATION in a county-wide experiment in home freezing gave unusual meaning and purpose to studies in consumer education for boys and girls in the Ithaca, New York, Public Schools last spring.

In common with other ninth-grade pupils in New York State, Ithaca boys and girls spend about eight weeks in a consideration of problems organized about several phases of "Economic Citizenship."¹ Through a study of economic problems focused on everyday, life needs of young people and their families, teachers and students work together to develop some of those attitudes, abilities, and skills needed for intelligent, efficient use of consumer goods and services. By organizing studies around experiences which can be shared by all members of the class, teachers hope also to develop: an appreciation for those

individuals and groups in the immediate community who provide goods and services; an understanding of our dependence upon agricultural, industrial, professional, and other workers, as well as a knowledge of the inter-relationships among the many people and agencies who supply our daily needs and wants.

It was during an over-view of one of the "Personal Economics" units that the Ithaca boys and girls conceived the notion of planning and carrying out *Operation Frostbite*. This particular unit dealt with such topics as "Advantages and disadvantages of working while in school," "How to budget my earnings and allowance," "How to buy wisely," "Wise use of school supplies," and "Some aids for the careful buyer." Stated objectives included:

To develop the desire and ability to spend one's money wisely and save it systematically.

To evaluate one's own consumer desires.

To develop the ability to form tentative conclusions on problems of personal economics.

To establish the habit of using the services of agencies which protect the consumer.

To appreciate the need to use possessions wisely in order to get the greatest value from them.

To plan one's borrowing, spending, and saving.

In an introductory discussion of the unit as a whole, and in response to the teacher's request for suggestions on methods the class would like to use in studying these prob-

—■—

EDITOR'S NOTE: *About this 9th-grade project in Ithaca, N.Y., Miss Klee says that Operation Frostbite employed a variety of methods and techniques—"functional learning, teacher-pupil planning, utilization of community resources, the project method, personal economics through consumer-education studies, and an analytical approach to training in methods of investigation and inquiry." And to cap it, food from the freezers provided the pupils with—er—eating experiences. Miss Klee is director of social studies of the Ithaca, N.Y., Public Schools, in cooperation with Cornell University.*

¹ For details of the units of study, the reader is referred to: *Course of Study in Social Studies—Ninth Grade*, Board of Education, Ithaca, New York, 1942; *The Economic World, A Suggested Unit Organization for the Ninth-Grade Program in Social Studies*, Bureau of Curriculum Development, Division of Secondary Education, New York State Education Department, Albany, New York, 1944.

lems, some members of the class expressed an interest in a community enterprise which had been going on for several months. Tompkins County had been chosen for the "Mother Zero" experiment in the use of home freezing equipment which was being sponsored by the Cornell University School of Nutrition, the Grange League Federation, public utilities companies of New York State, and four manufacturers of refrigeration equipment.

Approximately 1,000 home freezers were being used by families in Tompkins County. This represented about 1 per cent of all the home freezers of every type then in use in the United States, which gave the county the greatest concentration of home freezing and zero storage facilities in the country.

Three questions formed the framework of the community investigation: (1) What kinds of freezing equipment and services are needed and desired in Tompkins County? (2) What effect will an influx of home freezers have on the community locker plant? (3) Most important—how can these frozen food services be used to improve the diet and nutrition of the people of the community?²

For several reasons, Ithaca boys and girls were interested in this out-of-school project. Freezers had been placed in their own homes. Many of their relatives and adult acquaintances were assisting in the research. They, themselves, were experiencing changes in diet resulting from use of the equipment. Also, the fact that so many different kinds of organizations in the city and the county were cooperating in the experiment had aroused their curiosity. They and their teachers recognized that this larger community study was related in a very real way to their ninth-grade consumer-education problems. The pupils and

their teachers sensed that the enterprise offered a unique opportunity to study at first hand just how several organizations within a community unite their efforts and resources to attack a problem cooperatively. As young citizens of Tompkins County, these Ithaca High School students wanted to be a part of the project, perhaps even to contribute in a small way to the research.

Building upon the expressed interest of the boys and girls, their teachers and representatives of six community agencies helped them to plan and carry out this study in consumer education—*Operation Frostbite*—which was centered on a common, basic life need, food and better eating habits.

An analysis of "What We Want to Find Out" was the first step to be undertaken by the students. Under the leadership of a student chairman, the young people considered the necessity of determining the answers to these questions, among others:

How many families in our group have home freezers?

How many of these same families also rent space in the community locker plant?

Do the families represented in our class use the community locker more or less since having a home freezer?

What changes in family food habits and foods eaten have been noticed in our class because of the home freezer?

How many and exactly which organizations in Tompkins County are cooperating in this experiment? What "stake" does each one have in home freezing?

We know that 80 per cent of the families with home freezers have gardens. Should an average Ithaca family without a garden invest in a home freezer? Why?

How much does a home freezer add to the cost of the electric bill? Is this amount compensated for by savings in the food bill?

The class had organized questions to which answers could not be found in any published material. To repeat research (in an inadequate way) which was being carried on by Cornell University and the Grange League Federation would be only a waste of time and energy. The boys and

² The community experiment is described in detail in "Home Freezer Users Demand Locker Service, Too," by Butler and Carnell, in *News for Farmer Cooperatives*, April 1947. (Farm Credit Administration, Washington 25, D.C.)

girls were quick to recognize that. One source of information was open to them. Would these community organizations share their findings with them, perhaps allow them to carry on some simple experiments in the freezing of food in the classroom and permit them to visit the laboratories and locker plants? The answer was a wholehearted "yes" on the part of all cooperating groups.

Acting upon carefully drawn plans, within a period of three weeks the students had engaged in a number of varied types of activities which not only added to their knowledge and understanding of consumer problems and aids, but also enabled them to learn through participation some of the techniques of community cooperation. Lest the project degenerate into a process of "looking and listening" rather than active learning, all responsibilities for carrying out *Operation Frostbite* were assumed by pupil committees. The activity was broad enough in scope to make possible, in fact to require, the cooperative effort of all the boys and girls in the class. For example, among the committee groups were these:

Letter Writers: To invite speakers and other participants.

Chairmen: Students who would preside at meetings, introduce speakers, lead discussions, etc.

Photographers: To prepare and organize a pictorial record of *Frostbite*.

Bus Boys: To arrange for transportation to community locker plant and Cornell University.

Courtesy: To thank all who participated; to suggest manners on trips and for other out-of-school experiences.

Editors: To report especially interesting activities to the city editor of the *Ithaca Journal*; to organize individual diary notes on the study into a class account for future reference.

Art: To prepare maps of the county with pertinent data concerning the study; charts and graphs.

Science: To conduct simple experiments in freezing foods in the classroom and present conclusions to the class.

Radio: To prepare and broadcast a report of the school activity over the local broadcasting station.

Publications: To mimeograph the questionnaire

prepared by the class; to make copies of the class summary.

Food Testing: To prepare the culminating activity—eating and "testing" the foods frozen by the class.

The delegation of responsibilities to pupil committees suggests in a broad way the "plan of attack." Through the assistance of research associates in the School of Nutrition at Cornell University and the Grange League Federation, the boys and girls learned of the geographical and economic bases which underlay the county experiment.

In the introductory discussions, they directed their thinking to the relationships between industrial and agricultural economics in meeting mutual needs. Attention was given to the inter-dependence between rural and urban areas and the importance of many kinds of workers in furnishing an adequate food supply. The students gained a new appreciation of the relation between the utilization and conservation of food and raised living standards of people in both the rural areas and the city. A contrast was drawn between the "penny-pinching" type of economics and that which encourages planning for an adequate diet and the best kind of living commensurate with available resources and opportunities for using them.

To gather further "unbiased" information concerning the use of home freezers, the boys and girls prepared a questionnaire to be used among their own families and immediate neighbors. They wanted to compare the facts and figures given them by manufacturers of home freezing equipment and public-utilities representatives with those presented by housewives. They discovered that there are many factors to be considered in making an investment besides that of the initial cost. Discussion of the advisability of buying a "Baby Zero" led to other questions about the selection and use of goods and services and of broader principles of money management

in their own economic lives as young people.

A trip to "Mother Zero," the community locker plant, gave the boys and girls an opportunity to deal with actual goods and services as they sought answers to several of their initial questions in this "primary source of reference." The information gained there about packaging and storage techniques was valuable in their own classroom experiments.

Simple experiments in the quick freezing of a few selected foods were carried on primarily for the benefit of those ten or twelve students who had had no experience in their homes with this type of food preservation. One of the objectives of *Operation Frostbite* was to foster learning and understanding through commonly shared experiences; to develop these consumer studies not around the abstract and theoretical but some concrete, realistic illustrations and problems.

Two home freezers were loaned to the class by manufacturers of refrigeration equipment. Under the skillful direction of one of the research associates in the Cornell School of Nutrition, the boys and girls cooperated in what proved to be one of the most enjoyable and socially profitable phases in the whole study.

They carefully prepared for freezing and noted the comparative results of: goat's milk versus cow's milk, sandwiches with egg versus meat fillings, cooked versus raw peaches, a lamb chop versus a pork chop, and a pie baked before freezing with one just ready to be put into the oven. It need not be pointed out that the "culminating" activity—the testing of these foods in a way dear to the hearts of all boys and girls—gave ample illustration of a fact too often overlooked in problems in economics, that *learning can be fun!*

Operation Frostbite might, with equal appropriateness, be used to illustrate any one or more of several instructional methods and techniques—functional learning,

teacher-pupil planning, utilization of community resources, the project method, personal economics through consumer-education studies, or an analytical approach to training in methods of investigation and inquiry.

The students learned through solving concrete, realistic problems in economics which they had formulated, rather than through memorizing textbooks. The boys and girls had used the community as a source of reference, but to an even greater extent that community had been brought within the school.

The students had practiced skills of discussion and inquiry as they quizzed manufacturers, public officials, newspaper and research men, and housewives—right in their own classroom—about "facts and figures" and their respective "stakes" in the community project. A sense of responsibility for "getting at the truth" was evident in their "Report to the County" which was broadcast over Radio Station WHCU.

What was their own evaluation of this cooperative learning experience? To the teachers and other members of the Ithaca community who cooperated in planning and carrying out *Operation Frostbite*, the pupils' evaluation was the most interesting part of the activity. Among the statements were some that illustrate to what extent outcomes sometimes exceed those anticipated by the teacher.

These few were especially helpful in planning "follow-up" studies:

"*Operation Frostbite* was very much worthwhile to me because it proved to me how very little many people know about what is going on right around them. I saw the need for keeping informed about things in Tompkins County."

"I think *Operation Frostbite* was very helpful because it showed how careful we should be to plan our spending as well as our saving. All people shouldn't spend money for the same things even though they are useful things."

"The interest of most of the class was aroused in better eating and the right kinds of foods. The experiments with the freezers brought the whole thing to reality."

"I enjoyed *Operation Frostbite* because I think we learn a lot by coming in contact and talking with many different people. It isn't enough to get one person's advice about things to buy. He might be biased in his opinion."

"*Operation Frostbite* proved to the people of Tompkins County that we ninth-graders are interested not only in our own future but their [the parents'] present."

"*Operation Frostbite* was definitely worthwhile to me. I never realized before how the people in a county work together to improve their way of living."

Perhaps it is enough to point out, by way of summary, that when boys and girls

are given an opportunity to assist in planning their learning activities^a around problems which are meaningful and purposeful to them, they gain much more of economic value than a knowledge of "facts and figures." It is our hope that the wholesome, constructive attitudes developed through this study will be expressed in an intelligent use of goods and services as these young people continue to plan their spending and saving as American consumers.

^aA complete account of *Operation Frostbite*, containing 30 photographs of all activities described in this article, is available without cost, either singly or in quantity, from the writer.



* * THE SPOTLIGHT * *

Excerpts from articles in this issue

As far as the teacher's concept of administration is concerned, it is rather obvious that it is at one and the same time incomplete, distorted, and indistinct.—*Harlan C. Koch*, p. 195.

Teachers are very often dismayed when a supervisor expects them to make a silk purse out of a sow's ear.—*William Isaacs and Jules Kolodny*, p. 204.

The main problem was the 65 per cent participation of the students in the social life of the school. How could all students become active?—*Ruth Wack and Maynard B. Henry*, p. 208.

The proper education of a relative handful of leaders could mean more for the "Life, Liberty, and the Pursuit of Happiness" of the common man than many thousand times the same educational energy applied to the education of the masses of people alone.—*Carlos de Zafra, Jr., and Arthur W. Francis*, p. 214.

If you were a non-teaching person, could you determine the teacher-member in a conversational group? Aside, that is, from the dictatorial touch, the too-loud voice, and the critical impact?—*Mary Beery*, p. 216.

Certainly a unique and probably the most important session of the orientation course in Christopher Columbus High School is the one from

which the pupils are excluded. It is held "for parents only."—*Elsa G. Becker*, p. 217.

Plan orientation of junior high schoolers at each grade level in such a way that their parents are acclimated to modern educational practices as well? Absurd! Well, expletives to the contrary, that's just what's being done at the Alfred Vail Junior High School.—*James M. Lynch, Jr.*, p. 220.

He has failed grades and subjects and he seems to be too much of an individualist to be able to fit comfortably into a routine situation. He doesn't like most of the things he has to take in school. They give him a pain.—*Edward Allen*, p. 223.

There had been so much talk, much of it good in theory, but there came out of it absolutely nothing that anyone could take home to improve his day-to-day job of teaching.—*Alice Wonder*, p. 230.

I am thinking some long, long thoughts on workshop conferences in general, and education in particular.—*Mary Lake*, p. 234.

If Congress were considering an appropriation of \$40,000,000 to educational experimentation it might well deduct from that sum such amounts as in aviation, for example, seem to be needed for night-club frolics and the study of personal architecture. But if they insist on including that—well, we can handle that, too.—*H. H. Ryan*, p. 246.

SUPERVISION:

Some Notes on Making It Work

By
WILLIAM ISAACS and JULES KOLODNY

IN THE MAY 1946 issue of *Social Education*, a prospective teacher asked this question: "Is there anything to be done to enable me to overcome my dread of supervision when I begin teaching next year?" Although she may not have been aware of it, her letter expressed the anxiety of many teachers, young and old, experienced and inexperienced, who *do dread supervision*.

It is possible to argue, of course, that teachers fear supervision because they want to be left alone, they do not think their teaching needs improvement, or they do not want their incompetency exposed. One or more of these explanations is tenable in some cases. But most teachers indignantly reject such explanations. It is even doubtful whether many supervisors themselves actually subscribe to this point of view.

Since supervisors spend considerable time writing articles on what makes for good supervision, they should also be interested in hearing what classroom teachers have to say on this subject. The writers have also spent much time discussing this

question, with other teachers, and we should like to present our own analysis, in which we believe many classroom teachers wholeheartedly concur.

A Good Supervisor Lives Democracy. A fundamental source of tension between the supervisor and teachers arises from the failure of the supervisor to implement the philosophy of democracy in dealing with his teachers. It isn't enough simply to say that the democratic way of life is best. Even as teachers must make democracy live in relation to their students, so, too, must the supervisor in dealing with his teachers.

Teachers would like a voice in determining school policies, selecting textbooks, and arranging courses of study. They would also like to feel free to express their grievances and be heard without fear of reprimand. They would like to see every school have a democratically-elected group of teachers which meets regularly with the Administration to consider the many questions of administration and pedagogy which arise in every school.

At least one New York City school principal, Edward Bernath, has discovered the fruitfulness of the democratic approach:

If the principal has succeeded in establishing a democratic atmosphere in staff relationships, his supervisory comments will be accepted with good grace.

"Democratic atmosphere" refers not to the forms of democracy but to true participation in school life. The principal who consults with his teachers about changes in school policies or routines may do so through formal committee reports at faculty meetings or by informal conversations in the subway. The method is immaterial; its genuineness counts.

Judge the atmosphere by the small signs. Teach-

EDITOR'S NOTE: *Supervision involves not only supervisors, but also classroom teachers. Dr. Isaacs and Dr. Kolodny think that supervisors have written more than their share of articles on the subject. Herewith, Dr. I. and Dr. K., who have discussed the problems of better supervision with other classroom teachers, appear as spokesmen for this latter group. Dr. Isaacs teaches in Columbus High School, New York City, and Dr. Kolodny teaches in Tilden High School, Brooklyn, N.Y.*

ers feel free to walk into the "boss's" office. They do not have to sign notes "respectfully yours." They call one another by their first names, and so may their supervisors. . . . In that atmosphere teachers "take" criticism.

A Good Supervisor Inspires Confidence. Teachers like to feel that their supervisor has abilities which merit respect, and a personality which inspires confidence. They would like to come to their supervisor with their problems, present them with candor—admitting error if the situation warrants it—and get constructive suggestions which will enable them to handle the difficult situations which beset them. Teachers who cannot find this legitimate outlet for their troubles become distressed, unhappy, and demoralized.

Closely associated with their desire for advice and moral support is another need. Teachers have come to expect an intellectual challenge from their supervisor; they expect him to give leadership in probing new, and perhaps unexplored areas of learning, to make empirical studies for determining the truth or falsity, and the value and worth, of new educational concepts; they would like insights which give them a better understanding of their pupils, and the reasons why some problems persist and seem insoluble.

Where teachers constantly avoid their supervisor, where they feel that talking to him is tantamount to "being put on the carpet," where they do not have sufficient confidence to come of their own free accord for assistance, the supervisor does not measure up to his teachers' hopes and expectations, nor does he attain very great educational stature in their eyes.

A Good Supervisor Is Reasonable. Teachers are very often dismayed when a supervisor expects them to make a silk purse out of a sow's ear. When a class makes a poor showing, it is not always the teacher's fault. Nothing rankles a teacher more than to be unjustly told that he has done a poor job—that his motivation was at fault, his

presentation poor, and his drill-work insufficient. Of course, a particular lesson may have been a poor one. All teachers give poor lessons occasionally, and when they do, they will generally concede it. But they do not like to be blamed for conditions and circumstances beyond their control: a low-calibre student body, inadequate textbooks, large classes, trying classroom conditions.

Teachers similarly expect the supervisor to consider the health, personality, talents, and capacities of teachers in making assignments, and in dealing with the innumerable school problems which continually arise.

A Good Supervisor Writes Fair Reports. Most school systems require the supervisor to visit the classrooms, see the teachers in action, and make official reports on what he observes. To teachers, it is vital that the supervisor write fair observation reports. The supervisor likes to think of these reports as aids to better teaching. Sometimes they are, but fundamentally, the reports are official estimates of the teachers' fitness to remain in service. They help decide whether teachers keep their jobs, lose them, or get promoted. The reports should therefore present a fair and clear picture of the whole lesson rather than a criticism of minutiae, or an elaboration of a few points.

In evaluating his teachers, a good supervisor should try to look for those broad fundamentals which make for effective teaching: specific aim, sound scholarship, good questioning, adequate student interest, thoughtful response. If all these elements are present, a lesson is fundamentally a good one. Criticism should strike at these fundamentals, suggestions must be practical and workable. Minor flaws deserve, at best, a passing mention. It is also important that the supervisor should not use these reports as an instrument for inflating his own ego at the expense of his teachers.

Because he does not always have a broad approach, a supervisor sometimes fails to see the forest for the trees. He keeps com-

plaining about trivials: the teacher said "tell me" instead of "tell us"; there were two pieces of paper on the floor; several pupils spoke up without raising their hands; the teacher repeated an answer.

In reviewing Houston Peterson's *Great Teachers*, one critic declared:

The best teachers, however, seem to possess two qualities: sympathy and the ability to jostle the student out of accepted patterns of thought. The imparting of methods or a body of knowledge is not the thing that stands out over the years. . . . But the teachers who had the patience to work with those younger in years and mind and who could show them a new way of looking at an old world are the ones who have shored themselves against the ruins of time.

A Good Supervisor Gives Judicious Praise. Teachers, like all human beings, relish a little praise and encouragement every now and then. They would like to hear their supervisor occasionally say, "That was a nice job you did, Miss Smith," or "Pupils keep telling me they like to be in your class, Mr. Brown." Such statements are pedagogic dividends which make a teacher's morale soar immeasurably; they give him a feeling of confidence, a sense of achievement, and a conviction that teaching, after all, is a rewarding experience. Why aren't supervisors a little more lavish in their appreciation of the work of their teachers?

A Good Supervisor Fights His Teachers' Battles. Because school problems, basically, are very often community problems, teachers expect their supervisors to go to bat for them against uninformed, indifferent, or antagonistic parents, educational boards, legislators, and the general public on matters relating to the fundamental educational problems and needs of the school. Who understands these problems better than the competent supervisor, and who is in a better position to carry them to the community? In teachers' eyes, the measure of a supervisor's worth is the extent to which he is prepared to stand by them to help achieve their own legitimate needs,

and to secure those conditions which make for better teaching.

A Good Supervisor Has a Healthy Skepticism. Even as the supervisor is very conscious of the limitations of his teachers, he must be conscious of his own limitations, too. He must develop traits of skepticism, and must learn to temper his own convictions with doubts.

The omniscience and infallibility manifested by some supervisors is predicated upon the belief that supervision is a science, that supervisors have mastered this science, and that they can apply its principles precisely and objectively to an analytical criticism of classroom lessons and procedures.

We have argued elsewhere ("Towards a Theory of Supervision," *High Points*, May 1946) that even though the supervisor would like to think that supervision is a science, there is much evidence against this view. The supervisor who looks into himself and analyzes his own attitudes and judgments will have to admit, however reluctantly, that his criticisms of teachers, although based in part upon objective criteria, are also subjective evaluations. His own temperament, personality, and emotions are very much involved.

The supervisor, like almost everybody else, is prone to identify goodness and rightness with his own beliefs and practices. As a result, he sometimes thinks of good teaching in terms of his own favorite pedagogic techniques; teachers who do not employ them as he does do not measure up to his standards of good teaching.

It is precisely this failure to recognize the subjectivity of much teacher-criticism which is a basic cause of tension between a supervisor and his teachers. He very often cannot see that his own pedagogic ideas, which may have considerable worth, are as open to question and criticism as those of his teachers.

Where the supervisor tempers his own convictions with doubts, and abandons the idea that there is only one way—his own—

to teach, it becomes possible for him to welcome and appreciate the diversity in personality, point of view, and pedagogic outlook of his teachers, and to realize, further, that students can be immeasurably benefited by the absence of pedagogic inbreeding.

A Good Supervisor Is a Likable Human Being. The key to better supervision is not to be sought only in the latest textbooks in the field, it is also to be found in the heart of the supervisor. He must not only be a good scholar and a learned pedagogue, but, above everything else, a likable human being.

If the experience of teachers means anything, the good supervisor is not necessarily the one who knows all the principles of supervision, any more than the good teacher is the one who knows all the rules of pedagogy. The good supervisor is one who has gained the confidence and good will of his teachers, and has established a rapport which makes it unnecessary for them to be jumpy, to watch doors, to dread interviews,

to conceal classroom occurrences, to be uncomfortable in his presence, or to wish they had selected some other career or profession.

Teachers are happiest and can profit most from supervision in those schools where the atmosphere is free from tension; where the supervisor practices democracy in all school matters; where there is a genuine give-and-take relationship between teachers and supervisors; where administrative procedures, pedagogic principles, and teaching devices of teachers and supervisors are open to discussion and criticism.

Supervision improves when the supervisor becomes more conscious of these basic factors in human relations—when he recognizes that his is no science, that his judgments are very often far from objective, that he does not dwell in the realm of absolute truth, and when he makes of teaching a cooperative venture, meeting his teachers on common grounds of democracy, humanity, and decency.

Mass Tests via the Public-Address System at Pompton Lakes

By HARRY H. PRATT

We do not claim that this method of administering group mental-ability tests is entirely new nor that it is without flaw, but it is convenient and has something in its favor. Teachers and pupils have expressed satisfaction with the method, and no unfavorable comments were made.

Many schools conduct group mental-ability tests each year. They are confronted with the necessity of finding a room large

enough to conduct the tests all at one time or of breaking up the group into units and giving the tests at different times. All schools try to create ideal and, as nearly as possible, identical conditions under which to give the tests.

Pompton Lakes High School, which has an enrolment of 600 students and which conducts a group mental-ability test each year, has adopted the following method of administering the test:

1. The day and the hour are set.
2. Mimeographed instructions are provided for all teachers.

EDITOR'S NOTE: Mr. Pratt is principal of Pompton Lakes, N.J., High School.

3. Students report to their homerooms.
4. Each room is proctored by the homeroom teacher and one or more additional teachers, depending on the size of the group.
5. Tests are distributed to all homeroom teachers.
6. A microphone with an extension cord from the office is placed in the nearest homeroom. The loud speaker in that room is shut off to prevent squeal.
7. A member of the staff, whose voice carries well over the microphone and who has had experience in conducting group tests, takes charge

with the aid of a proctor. Preliminary instructions are broadcast to make sure that all students throughout the building can hear distinctly. Then, at a given time announced by the speaker, the tests are distributed.

8. The speaker conducts the test in the room where the microphone is located and simultaneously broadcasts instructions throughout the building.

We have found this method very practical and advantageous in many ways, and offer it as a suggestion to schools having a complete public-address system.



The Hours Are So Crowded

I wish I could make the days of all of them, sophomore to senior, less febrile without being less purposeful. The hours are so crowded, so almost incredibly hurried and mechanized that events lose their significance. Opening a new and important subject or enforcing an old one must be consciously planned by the teacher for the students' mid-week plateau of rest and alertness, after Monday's lassitude and before the cataclysmic vortex of Thursday's and Friday's assembly, pep rally, school play, newspaper, and ball games. If a seasonal holiday, a ticket-selling or money-raising campaign, a concession, a home-coming celebration, a contest, a queen's crowning, or a professionally produced program complicates the school machinery, the wonder is that the students emerge as sane and good tempered as they do. . . .

I think of two seniors in one particular week. One carried at least six major "activities" of the school, all high in demand on time and physical energy. Yet, so far as I know, she neglected no subject. Certainly her grades did not suffer. I saw her once, as our class reading went on, glance up quickly from an age-old lyric, the look in her eyes that I had been waiting to see in some pupil's eyes. It was the look of, "Now I understand why he said, 'Fear no more.'" This girl found her week too full, and sensibly took off half a day and caught up on sleep.

The second girl approached our poetry assignment just as distinctively, in her way, by asking, "Say, if we decide to learn a sonnet for our memory work, do we hafta learn the punctuation, too?" In the near-turmoil of that week's major interruptions of class time she took the count quickly and

joined the ranks of F's, not unhappily at all. I wonder if I could have salvaged her grade if I had not been too concerned with my own "activities." Perhaps not.

The next week a third senior, one on the honor roll and a leader in one of the school's most honored activities, said to me unexpectedly and very soberly, "If I only had a week just to go to school!"

Where is the judicious line of demarkation between the too many and the too few activities, just enough not to confuse the weak student or to exhaust the superior one? It is something I cannot decide. A woman of wide experience, a former superintendent of schools, said to me yesterday, "I wonder how long the students can keep it up." For my part I wonder if I am too old, a moldering old reactionary stuffed with ancient inhibitions and actuated solely by motives of self-preservation; or possibly a utopian dreamer who would try to separate school life from life around us as it must now exist. . . .

There ought to be some quiet hours between bells when these golden lads and girls are not pushed by some immediate hurry. They ought to have the simple and unrecognized pleasure of not trying to put into all the hours more than will fit in. Even though they fear nothing in the world, neither the heat of the sun nor the winter's rages; though to them the past is only yesterday and tomorrow is forever, there ought to be some one wiser than I who can give them a little slower and more orderly living, a comfortable week in which just to go to school.—LUCILE SEARCY in *The Oklahoma Teacher*.

Straightening Out Towson's SOCIAL ACTIVITIES

By RUTH M. WACK and MAYNARD B. HENRY

IN THE HIGHLY organized modern high school's activities program it is natural that many conflicts should arise between the wishes of the students and the desires of the parents for their children in matters of social activities. School administrators and directors of these activities are therefore placed in the position of arbitrators, who attempt to bring these conflicting points of view together.

These and other problems had become acute at Towson High School because of overcrowding. A high per cent of the parents, however, had enough interest in their children to take an active part in the Parent-Teacher Association, and their executive committee placed a number of

problems concerning school activities before the faculty representatives. Eleven subjects in all were presented, although many had numerous subdivisions.

The main problem was the 65 per cent participation of the students in the social life of the school. How could all students become active? Also involved were the necessity of satisfying different age groups, the difficulty of obtaining chaperones, and the cost of class dues and activities tickets. The students could not always bring outsiders to dances because of the limited space in our small auditorium-gymnasium; some girls did not have dates because of the uneven girl-boy ratio; some pupils were excluded because they were too shy to ask for dates and would not attend as "stags." Private affairs were misrepresented as school dances and were criticized as such; the dances lasted too long.

To say that most of the criticisms, as usual, represented a large mass of misinformation would be an understatement. To solve these problems in any democratically conducted school meant not merely carrying out parental wishes but determining the desires of the students as well. Through a study of both sets of opinions, a logical middle ground, based on mutual agreement, needed to be reached.

Using the parents' criticisms as a starting point, three members of the faculty were asked to obtain pupil sentiment on these problems. Student leaders—a group consisting of all members of the student council, officers of other branches of the student government, and all class officers—were assembled for what developed into a series

EDITOR'S NOTE: *What with overcrowding, an uneven boy-girl ratio in the student body, and other matters, a lot of problems began to develop in the social-activities program of Towson, Md., High School. How could parents' and students' conflicting wishes be met? How could the different student age groups be satisfied? Were activities tickets too expensive? Where could a sufficient number of chaperones be obtained? And particularly, how could the 35 per cent of non-participating students be brought out of their shells? These were some of the vexations to be faced. How things are being straightened out by parents, students, and faculty, working together, is explained in this article. Miss Wack is guidance director, and Mr. Henry is student-government sponsor, of the school.*

of meetings. At these meetings, under the leadership of the president of the Student Government Association, a discussion of views of the members on the problems presented was held. It was found, however, that a wide range of opinions—and misinformation—existed even among the leaders as to the facts, possible solutions, and the wishes of the students they represented.

Since opinions varied so widely, the conclusion was finally reached that facts rather than opinions were necessary, and these could be obtained only from the students.

As a result, through the combined efforts of the students and three faculty representatives a questionnaire was drawn up for presentation to the entire student body. This covered all the points which had arisen in the course of the discussions. An effort was made to separate general school problems from those of particular school groups, such as juniors and seniors. These groups were given additional questions on which to express their views. Over two-thirds of the students submitted replies.

After the results were tabulated, the question of parent reactions arose. Why not a round-table meeting to allow free discussion of any differences in points of view and an opportunity to bring out conditions as they actually existed? Plans were therefore drawn up to have the discussion become a part of the regular Parent-Teacher Association meeting.

Three students were chosen by ballots from the group of student leaders, and two parents and one teacher from the Parent-Teacher Association were appointed. A former minister whose impartial attitude was recognized by each group, and who was also noted for his ability to lead discussions, was chosen as moderator. The eleven original questions were divided among the participants for summarization of points of view, three or four problems being assigned to each member of the panel. Each group then prepared its part of the program.

An interesting development was a dinner

meeting held on the night of the symposium and attended by the parent, teacher, and student representatives, the moderator, the president of the Parent-Teacher Association, the principal, and faculty sponsors of activities. This gave the participants an opportunity to become acquainted personally with other speakers. A "warm-up" period—about an hour of discussion—was held in the school library immediately preceding the symposium.

Contrary to what might have been expected, a very orderly and well-thought-out discussion and exchange of views followed. The findings of both sides were "aired," corrections were made, and facts were brought out. No conclusions were reached, but opinions were expressed and trends of thought noted.

As a rather small group of parents attended the meeting, the executive board of the Parent-Teacher Association felt all parents should be given an opportunity to express their opinions. A committee of three teachers and two parents was therefore appointed to prepare a questionnaire for all parents, similar to that presented to the students. This was prepared by teacher-members and approved by the parent-members. Copies were mimeographed for each home represented in the high school, and distributed through homerooms, to be taken home with the first-term report cards.

Results were tabulated and summaries sent to members of the committee, the Parent-Teacher Association president, and the high-school principal. Comments were also noted. While it was regrettable that only one-third of the parents answered the questionnaire, the results were still considered satisfactory, the percentage of replies comparing favorably with returns on other public polls.

Through the answers and comments of both students and parents it became apparent that very few actual differences existed on major problems. Some misunderstandings did exist in both groups, particularly

concerning available space, type of facilities available, responsibilities of all groups concerned, and present inclusions in the activities program. These misconceptions were in the minority, however.

Eight suggested changes were approved by a large majority of the parents. These included:

1. The formation of a "Chaperon Bureau," which would draw up a list of the names of parents willing to assist in chaperoning dances and other night affairs.

2. The formation of an activities committee, composed of parents, pupils, and teachers, to plan a more varied program of night-time activities.

3. Separate dances for the junior- and senior-high-school students, with an earlier closing hour for the younger group.

4. Lowering the cost of formal dances by the elimination of some or all of these accessories: elaborate decorations, corsages for girls, tuxedos for boys.

5. The organization of classes in social dancing.

6. Admission of outsiders, either as escorts or dates, to all formal as well as informal dances.

7. Limiting formal dances to the members of one class and their dates. This meant one prom a year in place of the separate dances then being held for juniors and seniors.

8. Entertaining the entire graduating class, their dates, and their parents, at a reception and dance to be held immediately following the Commencement exercises. It was proposed that this dance be sponsored by one or more of the following groups: the Parent-Teacher Association, the high-school faculty, the Alumni Association.

These suggestions, having been approved by the parents, were discussed at the next executive board meeting, which was attended by a number of interested sponsors. One question, that of classes in social dancing, was set aside for adoption when physical conditions were improved to offer more

space. (A new high school is already under construction.) Two were considered less urgent, namely the chaperon bureau and the activities committee. A temporary bureau was appointed, however, from a list of the parents expressing a willingness to serve. (While 800 suggestions for night activities were made by the parents answering the questionnaire, only 112 definitely volunteered to chaperone, and 126 refused.)

The problem of lowering the cost of formal dances was set aside for further discussions. Parents were approximately equally divided on the subject of eliminating corsages and tuxedos, while agreeing on fewer decorations. When the question was voted upon by the classes, a decision was made to reduce the cost of decorations, but to retain corsages and tuxedos.

The other problems have been worked out to the satisfaction of all parties involved, as follows:

1. Separate informal dances are being held for junior- and senior-high groups, with shorter hours (8 to 11) for the junior-high dances.

2. The problem of admitting outsiders to formal dances was satisfactorily solved by the students themselves. They decided on one dance to be held in place of the usual two—the Junior Prom and the Senior Prom—thus clearing up several problems. By sharing expenses and thus reducing costs, more pupils were able to participate. A hall outside of the school was rented to take care of the increased crowd—for all juniors, all seniors, and all outsiders whom they wished to invite as dates or escorts.

3. The Parent-Teacher Association agreed to sponsor the dance on graduation night and to invite graduates, their families and dates, all expenses to be paid by the Association.

The first dance was held in the Towson State Teacher's College gymnasium, and included a well-known orchestra, "eats" furnished by hired caterers, decorations, and maid and valet service for the coat rooms.

This afforded the Alumni, the Parent-Teacher Association, the school, and parents an opportunity to cooperate, since funds were raised by a two-day "Frolic" which required participation by all groups. The dance proved to be the outstanding event of the year and was attended by all but a few of the 218 graduates. It also diminished the number of all-night parties which usually followed graduation and which had caused most of the criticism of "high-school" dances.

The net results of this program then were:

1. By means of the combined junior-senior dance at least one social affair was held in which all could have a part.

2. Because of the separation of the age groups, a larger number of students attended social affairs.

3. A chaperone bureau was instituted.

4. Activities ticket problems were solved in the discussion with the parents, which resulted in a greater understanding on the part of the parents of the activities covered.

5. By separating the dances and obtaining a larger floor, we could invite outsiders to all affairs.

6. Dance hours were adjusted to age groups.

7. The Graduation Dance permitted all graduates to participate in at least one formal affair at no extra cost.

8. Most important was the greater realization on the part of the parents of the handicaps under which the school was operating because of limited facilities and the maximum use already being made of existing facilities in the present program.

9. Last, but by no means least significant, was the mutual respect developed on the part of the parents and the students for their varying points of view. With this came a realization that each is striving toward the same goal—maximum pleasure and benefit from "their" school activities.

Many of the points agreed on by both sides as definite needs of the school will have to await more space (such as dancing classes and an increase in the number and variety of activities), and some will take time to develop satisfactorily (such as transportation for night affairs and overcoming shyness). However, when the new building materializes, new problems will not become acute. We will "talk it over" and then do something about it together.

"Talking it over" has represented hard work so far on the part of the parents, teachers, and pupils, but has brought the three groups together in the only really democratic way of problem solving—a frank discussion followed by united action. As one of the parents has so appropriately phrased it, "We are now the P.P.T.A., the Parent-Pupil-Teacher Association."



Fable for an Audio-Visual Age

By B. P. BRODINSKY

The principal was winding up a conference with the teachers of his school. He said: "It is agreed, then, that we'll use the 35 films we selected for geography. Miss Lewis will arrange for the 50 recordings on the literature unit, and Mr. Snowden will be responsible for the series of slides on American history. There now remains the question of organizing the television project and scheduling the radio broadcasts from overseas."

Just then the principal's secretary came in and whispered in his ear.

"What does he want to see me about?" asked the principal.

"It seems," said the girl, "that they're announcing a new invention. They're calling it printing. And he said it produces a new and revolutionary teaching tool. Textbooks, I think he called it."

"Printing? Textbooks? Well, I'll see him. But why they have to make the school the testing ground for every new gadget is something I'll never know," said the principal, and he arose to meet his visitor.

Teachers and *Politicians should be educated for leadership and given tests* POLITICAL Leadership

By
CARLOS DE ZAFRA, JR., and ARTHUR W. FRANCIS

WHEN FRANKLIN D. ROOSEVELT cast aspersions upon the machinery of our federal government a dozen years ago, indicating that it had been fashioned in the era of the horse and buggy, he unfortunately did so in such a context that American reaction was sudden and silencing. It is now more than time, however, that the American public *did* recognize that our Constitution is in some respects so perilously outmoded that its very antiquation guarantees the defeat of the noble ends for which it was set up.

Back in 1787, when our Constitution was first put together, its framers necessarily envisioned a federal government that would be comparatively small. But with the burgeoning growth of our population, an

increasingly "broad" interpretation of the Constitution, and the incredible technological and economic developments of the intervening years, we find, in 1947, that the employees of this *small* federal government are about equal in number to the entire population of the country in 1787!

In addition, today's problems have become so complex that even our intramural decisions frequently have international repercussions, and today's decisions have become so vital that the mistakes of single individuals can conceivably plunge the world into a nightmarish abyss of human fratricide!

Yet in the past 160 years there has been no raising of the *ability requirements* for our candidates to public office. *In view of the terrible importance that America have the finest leaders possible, it is a heart-breaking shame that we have not perfected a modern, scientific method for searching out our most capable leaders and placing them in our positions of public trust.* Since no government is any better than its personnel, we are failing not only the cause of democracy but also of humanity itself by our failure to do just this.

It was Thomas Jefferson, father of the Declaration of Independence and guardian angel of the American Bill of Rights, who proposed the best system possible in his day for the selection of capable leaders. With his deep understanding of democracy and its processes, he proposed a national system of education whereby every child would be given an elementary education at government expense. Something like the highest 10 per cent of the graduates of these ele-

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EDITOR'S NOTE: *Future political timber should be spotted in our schools and given certain special attention, say Mr. de Zafra and Mr. Francis. And when this timber (pardon our chuckle) stands for office, it should be given the works with aptitude tests designed to determine its common sense, honesty, humanitarianism, etc. The authors also suggest the use of a lie detector. Perhaps the reader has in mind a Congressman he would like to test. And surely every politician would jump at the chance to prove his oft repeated statements that he is honest and capable—though "jump" may have been an unfortunate word to use. Mr. de Zafra teaches social studies in Marshall High School, Rochester, N.Y., and Mr. Francis is a student at the University of Rochester (N.Y.).*

mentary schools were to go on to government-supported high schools. And again, something like the highest 10 per cent of these high-school graduates were to go on to government-supported colleges.

This process had the democratic virtue of offering high opportunity to the sons of the poorest, and it had the ultimate merit of providing an available reservoir of capable and educated young men for service in responsible positions within their government. It is no small tragedy that Jefferson's proposal was turned down, in spite of its imperfections.

In fact, shortly after Jefferson—in Andrew Jackson's day—the current philosophy was that political leadership is just another trade, and that any red-blooded American is a good-enough jack-of-all-trades to take on the job. A man could become a doctor after a short apprenticeship, or become an engineer with little more than an inquisitive mind and plenty of "git up and go." We are still suffering from the naive belief that any American boy can grow up to be a Congressman or even President if he be so inclined, regardless of his training or abilities, and that the only test necessary for an elected official is his popularity at the polls. We Americans have traditionally underestimated the importance of trained and skilled leaders in government.

Yet today we require a doctor to have about nine years of advanced training beyond high school, and an engineer to have four to six years of college plus several more of apprenticeship in industry before he is considered competent in his profession. Both Hollywood and American industry have developed procedures for searching out and training their kinds of talent; but not the most important institution of all—our government.

In this modern age of specialization and technological advancement, is it not unpardonable negligence to allow the requirements of our elected governmental officials to remain as they were set up at the begin-

ning of our career as a nation? It is a terrifying thing to see small, incompetent men struggle with our big, important problems. Should we not follow the obvious lead of our professions and our industries by raising the standards for government personnel to more exacting specifications, and then provide the schools in which to train these modern political leaders?

That human beings *can* be selected for a given job with scientific precision is every day becoming more and more apparent. Vocational aptitude tests have long since passed their infancy, the possibilities for adapting the lie-detector technique to determining a person's character are tremendous, and the contributions of psychology to personnel placement in World War II have not yet been fully applied to civilian betterment.

It is entirely conceivable that to become a candidate for public office a citizen should be required to pass a battery of scientifically-devised aptitude tests which would guarantee to the voters that the candidate possessed basic common sense coupled with a minimum standard of humanitarianism, honesty, moral courage, and general information in the field of the social sciences. Our Meat Inspection Act, the Pure Food, Drug, and Cosmetics Act, the Securities and Exchange Act, et al., aim to protect the American public from inferior articles. Why should not the American public be protected insofar as we know how from the destructive effects of the inconceivably bad political leadership and legislative personnel that it has sometimes known in the past and that it simply cannot afford in the future?

If we are to continue to have a way of life that even partially practices what it preaches, then we need speedily to find a positive and sure way for selecting the most capable leaders available; and once found, these legislators and other elected governmental leaders should be among the most highly paid people in the country, com-

mensurate with the importance of their work. America must encourage outstanding leaders to enter politics as a most exacting career and profession, not as a catchall for shrewd politicians or as a sideline for some other more lucrative pursuit. Our democracy has already lost too much by default.

Just how does all this apply to us public-school people?

We educators have been so busy educating the common man, the average child, that we have failed to realize what our influence should be toward the improvement of our country if we were to stress equally the training of America's *leaders*. The proper education of a relative handful of leaders could mean more for the "Life, Liberty, and the Pursuit of Happiness" of the common man than many thousand times the same educational energy applied to the education of the masses of people alone.

We often hear that our purpose is to develop leadership in our young people, particularly in those interested in student government, yet what do we observe in practice? Student elections are used more as a popularity poll than as a meaningful apprenticeship in effective democracy. Once in positions of responsibility, students all too frequently fail to do a creditable job because of insufficient ability, interest, and training.

The basic fault here is the same one which we have observed sabotaging silently our national government (and others). Our student legislatures should be persuaded to set up sufficiently discriminating requirements for student candidates to the end that none but those pupils who are genuinely interested and potentially capable will be eligible for nomination, un-Jacksonian as that most assuredly is. Once eligible, pupil candidates should be trained in the methods of democratic and competent leadership. Competent advisers should con-

tinue to be available to these pupil leaders once they have been elected, should they ask for help and information to insure their success.

Such an apprenticeship in modernized democracy would have the twofold advantage of developing actual leadership in those potentially able to accept it, and of conditioning all the young people in our schools to demand *competent* political leadership, just as they will surely demand competent medical and dental and other services.

What we are pleading for, in summary, is (1) an appreciation on the part of all educators of the importance to America of *superlative leadership* in the crucial years ahead, (2) the establishment in our schools of an apprenticeship in political democracy where there is a premium placed upon ability requirements for all candidates, and (3) the request of and the support of an amendment or amendments to the Constitution which will provide, in effect, four things: (a) a scientific combing of the land for the most promising legislative and executive talent, (b) the training of this talent at government expense, (c) requiring all aspirants to public office not so selected and trained to pass scientifically-prepared and impartially-administered "aptitude" tests as a preliminary to becoming a candidate, and (d) the payment of attractive salaries to those officials thus qualified and elected to office who literally have not only our own national destiny in their hands but also to some extent the destiny of the world.

Time is short! Everybody's responsibility is nobody's responsibility. We can think of no group more responsible for carrying out the task in hand than ourselves. Only by concentrating on the obtaining of the best possible leadership immediately and for all time can we educators most *effectively* demonstrate our dedication to the democratic ideal.

RESPECT *for* TEACHERS

You have to get it the hard way

By MARY BEERY

DURING the school year of 1946-1947, I was granted a leave of absence. Seven months of the leave were spent on a ten-thousand-mile motor trip that extended from the Southwest to the Northwest and many points between.

Wherever I went, people seemed surprised that I taught school. The longer they knew me before the news broke, the more astounded they seemed. Now I'll grant you that my vacationing during school months had a great deal to do with the surprise involved. But the point is this: their disbelief or amazement was more than pleasing to me. It was downright flattering, or so I thought. Yes, apparently I didn't look or behave as schoolteachers are *supposed* to look and behave, thanks to Gay Ninety Cartoons, Incorporated!

This had been going on for some time when, suddenly, my way of reacting seemed startling to me. Just why didn't I want to be taken for a teacher? And why should I try to conceal the very achievement for which I had been trained and groomed these post-youth years? My father and brothers never assume a half-guilty air because they are medical men. My sister's husband has no furtive look on his literate face when the

printing business is mentioned. Just why did I advocate cheerful concealment?

Something else aroused my dormant powers of reason. In every state, at one time or another, appeared newspaper articles stressing the present scarcity of teachers. The gist of these articles was usually this: "Not only too-low salaries but also a need for respect is driving these people away." Then, more often than not it would be concluded that communities must accord these self-pitied teachers the position due them. As I read, I wondered. Since when do people just *ask* for respect and receive it? Isn't respect still acquired because it's deserved? Not because it's desired?

Then a third thing happened. A young married woman, back from a party at a teacher's home, was discussing her hostess in no uncertain terms. "Why," she asserted, "that girl knows less than my ten-year-old daughter. Wouldn't you think that a *teacher* of all people would at least know how to serve food correctly?" And went on to say more of the same.

Three different matters? No, just three different angles. They are all related if you examine them closely: the teaching stigma, the lack of respect, and the social ignorance. If I'm not mistaken, they all add up to this: The teaching personnel has been more or less relegated, by the general public, to the one-room school-house. Figuratively speaking, of course. Even more difficult to take is the fact that we have only ourselves to blame for this poor situation. We teachers, as a whole, don't conform to the modern conception of what intelligent beings should be.

But we *are* intelligent beings, so let's not

EDITOR'S NOTE: *Miss Beery is earnestly concerned about the status of teachers. In making her point she has some uncomfortable things to bring up. Readers who wish to add to what she says, or to attack her statements, are of course welcome to submit their articles to THE CLEARING HOUSE. Miss Beery teaches in South High School, Lima, Ohio.*

evade the issue. Let's bring it out in the open. Why haven't we rated the prestige that so-called Big Business enjoys? Well, if we were a part of Big Business, we would be well groomed, well informed, and well behaved. If we weren't, you know what we'd do. We'd reform or else! Are the teachers you know tastefully dressed, carefully groomed, smoothly behaved? Are you?

Oh, you say the classroom is not conducive to cleanliness. Neither are stockroom visitations, shelf-arrangements, counter-cleanings, commutings, or even just driving a car!

Teachers are ex-college people. They read, of course, but are they informed? Do they use what they know? Most teachers' lounges are bee hives of gossip, of jealous comparisons, of destructive talk, and not of intelligent discussions. Be perfectly honest. If you were a non-teaching person, could you determine the teacher-member in a conversational group? Aside, that is, from the dictatorial touch, the too-loud voice, and the critical impact?

How are teachers on manners, on kindness, on poise? How are you? Do you realize how many teachers say "Shut up!" to their pupils? Or slam them about? I wish the answer were none. Do you men teachers accord the courtesies to women teachers that you would to the office girl if you were a man in business? Why do you men usually rush to the head of the picnic line? Oh, you're hungry, you say. Well, so are the

women! If a man teacher and a woman teacher both head for the same doorway at the same time, which one enters first? Not me! I don't want to be bowled over. Do you crave attention? Just carry a box or a package down the hallway at school. Ten to one, you'll not go far without being queried. The top may even be quickly removed—and not by a pupil either.

Whether you've guessed it or not, these questions are meant to be thought-provoking. They are meant to provoke thought, not the teachers who read them. You must forgive me for being so frank—but how often we skim the surface by being abstract when we could reach the concrete causes that lie underneath. You say it's easy to talk! Yes, that's what we've all been doing too long. But it's time for action if we are really intent upon lessening the teacher shortage. We'll have to pull ourselves up short, and busy ourselves with ourselves for awhile.

Let's study our Emily Post, let's work on our grooming, let's bring the outside world into our inner *sanctums*. As our confidence grows, let's lend our influence in some bigger way: whether civic, political, religious, or social need not be the crux of the matter. The important thing is that we *do* do something. Then the "rest of the world" going by cannot be said to have left us behind on our own school steps. We can stop feeling sorry for us. And the teaching shortage will have ceased to exist.



After the Pay Raise

You [California teachers] have a substantial raise in your new contract, haven't you? What are you going to do about it? . . .

The salary question is only one of an infinite number and variety of teacher problems still unsolved. It would seem only a matter of common sense to bring each problem forth and make the determined attack we now know how to do.

The inadequate-pay bugaboo can be thrust into the background for the present, but there is still

inadequate housing, inadequacy in the health program, the unfilled need for more and better playgrounds with summer supervision. There are innumerable problems concerning the school children of today.

Teachers might turn loose some of the pent-up enthusiasm generated by the fuller pay envelopes into channels that will put across other needed improvements in the educational world.—ALDEN CARVER NAUD in *Sierra Educational News*.

PARENTS *play a part in* ORIENTATION PLAN

By

ELSA G. BECKER

CERTAINLY A UNIQUE and probably the most important session of the orientation course in Christopher Columbus High School is the one from which the pupils are excluded. It is held "for parents only" during the last two weeks of the term to provide an opportunity for each parent to share with the teacher the findings concerning his youngster's aptitudes, interests, and needs. The pupils are distributed to appropriate activities in library, study hall, and classrooms while the orientation teacher holds a conference with their parents.

This does not come as a new idea to the parents, for at an informal tea early in the term they have shared in a discussion of the aims and content of this relatively new kind of course required of all freshman pupils and have been urged to make a special effort to attend the end-of-term conference.

The orientation course has been pre-



EDITOR'S NOTE: *During the last two weeks of the one-semester orientation course for freshmen at Columbus High School, The Bronx, New York City, parents are given an opportunity to have conferences with the orientation teacher on their children's aptitudes, interests, and needs. For reasons that Miss Becker explains, she thinks that this feature is probably the most important in the orientation program. She is administrative assistant of the school, and is chairman of the city-wide Committee to Develop an Orientation Syllabus.*

sented to them as an important means of helping pupils get off to a good start in high school. The first step in this process is to spend a week or ten days (the class meets daily during the term for a full period) getting acquainted with the new surroundings, with administrative personnel, with school traditions and rules, with opportunities for service to the school and for obtaining help in times of need. Tours of the building are conducted, upper-classmen lead conferences, and informal discussions of case problems are held, one of the most lively of which is entitled "The Foolish Freshman Who Didn't Learn the Rules."

From such acquaintance with their strange physical environment the course goes on to an orientation of these youngsters to themselves; approximately a month is spent on self-appraisal, during which aptitudes and interests are measured and the results recorded by each pupil on a profile. Here are taught such important concepts as the fact that individuals differ not only in the kinds of abilities and interests they possess, but in the degree to which they possess them; that the highly publicized scholastic ability is only one kind of valuable ability; that musical, artistic, mechanical, and social abilities have high values for life success; that no one has high ability in all fields; that the important thing is to find out what one's capital is so that it can be invested to the maximum advantage to self and society.

Against this background of measured aptitudes and interests the curriculum of-

ferings of the school and educational and vocational opportunities beyond the school are studied. Visual aids are used; individual pupils and pupil committees visit selected classes; subject teachers and departmental chairmen lead discussions; pupils interview employers, subject teachers, and upper-classmen; class sessions take place in the library to gather occupational information from vocational bookshelves and pamphlet files—all aimed at orienting the pupil to the world of education and of work. The importance of planning rather than drifting through school and work life, and the means of wise planning on a foundation of facts about oneself, about educational and vocational opportunities, are emphasized. In this connection it was encouraging to note recently a letter sent to the editor of the school newspaper by an articulate freshman. It reads:

There is very little reason for anyone to become a drifter here in Columbus. Christopher Columbus High School affords splendid opportunities for any one who wants to make the best of his four-year stay. There is now a special course, Orientation, for all the first termers. This course enables the new students of Columbus to acquaint themselves better with every rule and regulation there is.

It has been said, "Most men drift, only the few, the very few, navigate." How very true this is. Apparently, Columbus has had enough foresight to see this, and vowed that each term when the new, tender citizens arrived they would be protected against temptation and directed through the straight and narrow path.

Columbus has done a great thing. As a freshman, I speak from experience. My whole outlook upon the next four years of my life has changed. No longer am I in a daze about sequences, home-study course, and the co-op course. Orientation can be made to work for any freshman. Take advantage of it, make it work for you, and plan a successful future.

The most popular part of the course is that in which personality is discussed. Here the means of developing a well-integrated personality and the importance of maintaining wholesome human relations are emphasized. Typical current problems at

home and in school and personal anxieties anonymously reported by the pupils of the class furnish the material for discussions that help to objectify difficulties and point the way to healthy adjustments. Some unedited comments by a class last term typify the enthusiasm felt for this phase of orientation:

"I think that the Orientation course is a worthwhile course, because it helps you to get along with others, to plan for your future, and a lot of other things. But the course should have had a longer unit in personality, because that's what most of us need."

"When I first came to Christopher Columbus, I thought Orientation as a major subject was silly, but after I realized how much it helps, I saw how important it is. I learned something about the school, what course I am best suited for, what vocations there are to choose from, and about how to judge people and get along with them. In other words, personality. I liked this topic best, and I think we should have had more of it."

"I think that the Orientation course has helped me in a lot of ways. It has helped me to understand what the school is trying to teach us. Also, to understand my teachers better. However, I do think we should discuss more about personality and everything related to it. My teacher in this course was very helpful to me."

The course concludes on a note of final integration when the profile is completed by adding personality ratings on the four major traits to be emphasized throughout the four years of high school, and by a brief statement by each pupil of how he plans to use and develop his abilities and interests. It is this completed profile that becomes the subject of discussion at the parent session of the class. Each parent receives a copy of the profile of his child and participates in a discussion concerning its interpretation. Questions are asked:

"Why are Mary's interests so different from her abilities?"

"Should John learn a trade or go to college?"

"Whatever shall Donald do after high school? He shines in math but is only average in everything else."

"Should Helen choose home economics in academic high school or dressmaking in vocational high?"

"Has Ethel any future? Her profile shows nothing outstanding."

"What about Bill's low verbal and high mechanical ability? Will he be able to graduate?"

"How much of his course should Arthur devote to art?"

Only a beginning can be made in answering the questions in one brief parent session. But that beginning is of immense importance if it can prove to parents that individual abilities and interests should underlie their children's high-school plans; that high school is a proper place for exploring those interests and abilities; that

there are no *best* diplomas or courses or subjects unless they are best for individual girls and boys.

Perhaps the best gauge of the success of these parent classes is the response to the invitation, with which each session concludes, to come again for individual conference. With the parent interested, informed, and cooperative early in the pupil's course, who will not say that a first stride has been taken in insuring the satisfaction that should accompany every youngster during his four years in high school?



* * *

FINDINGS

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ATHLETIC INJURIES: Even high-school coaches and players generally are not aware that 45% of all football injuries occur during the first 5 minutes of the contest or of practice, states Thomas A. Pigott in *Oregon Education Journal*. Proper warm-up before the day's competition should reduce the hazard. Mr. Pigott, who has made a 4-year study of athletic injuries, says that 10% of boys participating in football have an injury during the season. Injuries show the following averages: fractures, 25%; sprains, 25%; bruises, 25%; cuts, 10%; dislocations, 7%; teeth injuries, 5%; concussions, 2%; and internal injuries, 1%. A "huge number of injuries" occur during the first 10 days of the season, before the boys are in condition. Mr. Pigott therefore recommends that practice should be started earlier than is customary; that the first 10 days be free of all scrimmage; and that even practice games should never be permitted before a team has had 3 weeks of conditioning.



EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

SCHOOL FIRES: About 2,500 fires a year—an average of 7 a day—occur in our public, private, and parochial schools, says Henry J. Wingate in *School and Society*. Almost 50% of school fires are due to one of these 3 causes: improperly installed or faulty electrical fixtures and wiring; careless handling of matches and smoking materials; or misused or defective heating equipment and chimneys. Damage in school fires is usually extensive, because "a vast number" of our buildings are antiquated structures, built before much was known about fire-safe construction, or before building codes were in general use. More than a third of the communities in America have no building regulations whatever. Examination of ruins after many a school fire has revealed that the flames spread through walls that had no vestige of a fire barrier, and that if such barriers had existed, the damage would have been relatively minor. Fireproof insulation more than pays for itself in fuel saving.

SPEECH DEFECTS: More than 8% of the 4,120 school children studied in various school systems of St. Francois County, Missouri, had speech defects, states Jeanette E. Beard in *School and Community*, Missouri education journal. Almost 50% of the defects were of the sound-substitution type. Each of the following accounted for from 10% to 15% of the defects: lisping, stuttering, articulation, and voice disorders. Cleft palate (3 cases) affected almost 1% of the speech-handicapped children.

EDUCATING PARENTS

while orienting the child

By JAMES M. LYNCH, JR.

TEACH EDUCATIONAL PHILOSOPHY in the seventh grade? A horrible thought! Plan orientation of junior high schoolers at each grade level in such a way that their parents are acclimated to modern educational practices as well? Absurd!

Well, expletives to the contrary, that's just what's being done at the Alfred Vail Junior High School in Morris Township, N.J. It's being done through the medium of a series of "guidance bulletins"—brochures 4" by 6" in size and each approximately ten pages long.

These booklets are written in easy-to-read style for the students—but with their parents in mind. There is much to be gained for the school, we feel, by using sound psychological methods in changing the attitudes toward education and its apparent practices, of parents and others with whom the students are associated. Psychologists have preached for years that the cooperation of parents and the degree of success in re-educating parents are often the keynotes to the successful adjustment of a child in junior high school.



EDITOR'S NOTE: *Vail Junior High School* has an orientation booklet for each of its three grades. At the beginning of the school year, the new pupils in each grade are given a booklet which explains the educational implications of that grade to them. But the booklets were planned with parents, as well as pupils in mind. How the idea works is explained by Mr. Lynch, who is principal of the school. It is located in Morris Township, Morris Plains, N.J.

The series of guidance pamphlets, attractively printed and with gay covers, includes three brochures, one at each grade level. *So Now You're in Junior High School* is written about the seventh grade. *Your Year of Decision* starts eighth graders off on a year-long quest for the solution of the problem, "What am I going to study in high school?" *Growing Together* pleads for cooperative group action in making the ninth grade the greatest year—academically, socially, and in every other way—that the students have ever had. It likewise proves what an amazing "stepping-stone" the "senior year in junior high" can be to a successful high-school career.

Naturally, before the project got under way it was necessary to develop certain principles, soundly based psychologically, to serve as guideposts. It was decided early, for example, that the brochures must not cover too much ground in any one issue, or their main purpose would be defeated since no one would read them; that they should be written in a simple style, free of educational jargon; and that all material should, insofar as possible, be selected so as to create a better understanding among pupils, teachers, and parents.

So Now You're in Junior High School was designed for the seventh grade in the expectation that it would be read by every pupil entering the junior high, and his parents. It was decided to distribute the booklet as early in the school year as possible, since that is the time when parents are most vitally interested in what is going on in school. It's a sad commentary, isn't it, that the degree of interest in school affairs

lessens among parents so markedly, and so quickly, after the fall term opens?

A few quotations will indicate the scope of pamphlet number one as well as the writing style used:

"Everything you have done heretofore," the booklet begins, "has been juvenile in nature. Decide now that the 'baby days' are over and that from now on you're going to act like an adult—for you are going to be treated as one . . .

"[The homeroom] is quite different from your regular home, because your homeroom is going to be exactly what you make it. . . . He [your homeroom teacher] is an expert at handling all kinds of youth problems. . . . Talk to him. Tell him about those . . . ideas you and your pals are hatching. If you get into any kind of hot water in or outside of school, go into conference with him. . . . Keep your eyes open for people (homeroom pals) who have talent along certain lines and make use of that ability when the time comes. . . .

"With your cooperation each day's lesson will prove interesting and valuable to you. Each week and each month your horizon will broaden. . . .

"[A junior high school] is meant to be a place where you can grow mentally, physically, socially, and morally—a place where you can learn the value of cooperation and the thrill of accepting responsibility."

Your Year of Decision is pointed toward the eighth graders and their parents. It explains briefly the many activities of the eighth grade, all of which focus on determining what course of study the student should pursue in high school.

Since the right attitude toward learning is so vital to educational progress, an attempt is made in the opening paragraphs of the second brochure to dignify the teaching profession in the minds of the readers. The article states frankly that the teachers have been "chosen carefully" and that they are "authorities in those fields in which 'teen-agers are interested."

"Your teachers," the booklet continues, "are also vitally concerned with your welfare. . . ." There follows a list of the things which teachers of the Alfred Vail Junior High School do with and for their charges.

Other topics include "Everything Goes on the Record," in which the philosophy of the school's permanent records is explained and their application to post-graduation affairs, such as obtaining employment, noted. "Be conscious of this 'record' of your school life," the youngsters are told, "and do everything within your power to have it 'look good' when it's finally complete."

"A School Is Made Up of People" is another section, its aim being to overcome prejudices and to instill in the students a desire to make the greatest contribution they can to their school and indirectly to themselves.

As the main objective of *Your Year of Decision* is vocational guidance, a major portion of the booklet is devoted to the reasons for making the decision at this time.

"If you want to be an engineer," it says in part, "find out anything you can about it, not because you're actually going to study 'engineering' next term, but because you must select a course within a short time which will prepare you to study in your chosen field at some later date."

"Likewise," it continues, "it is part of your job this year to study all the courses which are to be offered in 'high school' when you get there. You will do this to find out three things: (1) what subjects are actually being studied in each field, (2) what you will learn there, and (3) for what these courses will train you."

Growing Together attempts to entwine two ideas which permeate ninth-grade activities at the school. First an effort is made to describe those affairs which are unique to ninth graders in this institution, such as the yearbook, the class play (showing how the cast is chosen), the annual graduation dinner-dance, and the like.

Second, the brochure offers convincing arguments to prove that the ninth graders are already in "high school" and that insofar as the academic world goes, the change to another and larger institution "in a few months" will not be too involved.

Other objectives of the ninth year, such as "planning future school tasks," "improving study procedures," "learning to live with other people [including the teachers]," along with notes on personality development, are included.

This additional effort at orientation, we feel, has had an effect on both our pupils

and their parents that is helpful to the school. We feel that the booklets stimulate interest in all phases of education, including the academic side, by laying out an easy-to-understand blueprint of the "year ahead."

The booklets also have a salutary effect on the school personnel as well, not only because the mere act of preparation forces teachers and administrators to determine what the major educational objectives and purposes of the school are, but also because, of necessity, the school must strive to live up to the "promises" which appear in print.



Recently They Said:

Jumbo Math Texts

... Nearly all our present [mathematics] textbooks are too large. This is discouraging to the student. Certainly the fundamentals of any mathematical course can be given in a text of less than 250 pages. It is better in any subject to have a short simple course first, and then follow with more advanced texts if we wish more learning in that particular field, than to start out with the assumption that we are going to make specialists of all who begin the study. There is no excuse for a first-year algebra text containing 500 to 600 pages. It is not surprising if an average ninth grader becomes utterly confused.—E. W. SHIRLEY in *Ohio Schools*.

Form a Faculty Book Club

In many schools and colleges one or more book clubs have been formed as a means of stimulating wider reading of the better current books. The general plan is to form a group of from six to twelve individuals, each of whom contributes the average price of a good book—now about \$3.00 if bought in clubs.

A committee is appointed to gather suggestions, select the books—one for each member—collect the membership fees, order the books, and start them circulating. Each book is handed on from member to member according to a planned sequence, thus permitting each member to have the book from two to four weeks. At the end of the year the books are either sold at auction at a meeting of the members and the proceeds used to reduce the fee for the

following year, or the books are drawn by lot.

There are several concerns in the East which cater to book clubs, selling books at a discount of about 25 per cent. Among these are the Bloomingdale Company and Gimbel and Company of New York City.—*School and University* (School of Education, University of Colorado).

Teacher in Public Relations

Considered as a total group, the teaching staff constitutes a network of representatives in the community. Teachers live in almost every neighborhood of the school district; they have memberships in nearly all of the churches, social groups, and organizations of the community; they trade in most of the business establishments of the area; they share, in short, in the total life of the group which the schools serve. The influence of the teaching staff in shaping the attitudes toward schools and education of tomorrow's taxpayers, as well as today's, is so obviously great that only our failure to recognize it fully merits attention.

In the long run it would seem that the most significant contributions of teachers to public relations are those with their roots in the curriculum. . . .

Each teacher should be aware of the possibilities in his own area and work consciously toward their realization. . . . subject teachers might explore their areas for better understanding of the implications of each learning experience for the total public relations program.—ROBERT H. ANDERSON in *The Phi Delta Kappan*.

JOE DOAKS

*A composite picture of
some difficult pupils*

IS PART MULE

By
EDWARD ALLEN

INTRODUCTION: Last year I started contributing a weekly column to our local newspaper, entitled "Notes from the Principal's Desk." The things I write are intended to take the public behind the scenes here at school.

Some of the articles are of an informative nature, dealing with facts. Others attempt to show that many of our problems are not as simple of solution as the typical "lay expert" on education may believe.

One of the latter type, dealing with one "Joe Doaks," has brought so much favorable comment that I am inclined to believe that you might be willing to use it.

I submit it, as published, as an example of a type of approach that a school administrator may make in his public-relations program.

Teacher-readers who may wonder why they have to put up with the "Joes" might be interested in it, too.

• • •

JOE DOAKS sat in my office the other day. You don't know Joe. He isn't your neighbor's youngster and he isn't your youngster. As a matter of fact, he's a composite and there isn't anybody just like him. But there are some people just about like him. I thought of that as I sat here talking with him.

Joe doesn't like school and he doesn't

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EDITOR'S NOTE: Mr. Allen's introduction above can serve as the Editor's Note of this article. He is supervising principal of the Akron, N.Y., Public Schools.

make any bones about that, judging from the way he acts around here. His school experience hasn't been any too pleasant. He has failed grades and subjects and he seems to be too much of an individualist to be able to fit comfortably into a routine situation. He doesn't like most of the things he has to take in school. They give him a pain.

He doesn't care much for his parents, either. His impression is that they are not the least bit interested in him. Their guidance has consisted mostly in beating the tar out of him in an effort to make him see the error of his ways. Perhaps that has had something to do with his stubbornness. There are times when I would swear that he is part mule instead of being all boy.

The neighbors don't think much of Joe Doaks. They think that something should be done about him, to him, or maybe for him. He damages their property and isn't a good influence on their kids. And he has given them plenty of reason to think just as they do.

Joe's teachers don't think very much of him, either. A teacher will work pretty hard for a pupil who doesn't have "what it takes" but is willing to make an effort. Joe has "what it takes" but his effort at doing something with it in the classroom is almost nil. His example of indolence isn't good and I can't blame the teachers for feeling about him as they do.

The state requires that all young people remain in public school until sixteen unless they go to a private school or are sent by the court to a state institution. As far as Joe was concerned, the private school was out of the question and he never did any-

thing really serious enough to warrant court action.

As a matter of fact, there are some good things about Joe. When he is interested in a thing he does something with it. There is something about his personality that appeals to many of his schoolmates, and when he chooses to turn on his charm he can make friends and influence people.

Now that he is sixteen and can quit school, if he wants to, he has chosen to stay in school. Knowing his lack of interest in the place I can't quite understand his motive unless it's because his stubbornness prompts him to do so, just to spite those people who would be happy to see him leave.

Or maybe it's something else. Even though he isn't too satisfactory a product as a boy, he's smart. He may realize, just as I do, that the school, at this time, represents his last chance at being in any way socially acceptable. He may sense that being on the loose with nothing to tie to could give him a nine out of ten chance to get into some real trouble that would fix him for good. He isn't held in very high esteem at home or in the community. A "booting out of school" could well be the last straw as far as Joe is concerned.

The chances are more than one out of ten that if Joe can be kept in school for even another year he may become employable and maturity may make him a little more responsible. My hunch, and that of some teachers, is that he is worth saving but he is making it awfully hard for us to convince others of that fact. If we can get a few people to just tolerate him and if we spend more time on him than on any ten other boys, maybe we can see him through.

Well, Joe sat in my office the other day after being ushered in by a teacher who out of sheer desperation asked that I "do something about him." I talked with him for an hour and sensed that he honestly knew himself to be right on the edge of something that could be mighty important to him ten years from now. So I let the axe remain in mid-air and changed his schedule for the third time this year. He was more optimistic about the future than I when he left the office. I know that the next time he comes in I shall have to be more optimistic than he or there won't be any J. D. around here any more.

If you had been in my place, when Joe Doaks sat in my office the other day, what would you have done about him, to him, or for him?



On Boys

By RUTH MARGARET GIBBS

How can you tell when a boy is growing?
Signs are plain as a new-leafed bough:
Bigger tracks on a clean floor showing
Higher jumps from the old haymow;
Shorter patience with little sister,
Longer pants than a hem can make,
Smaller ears for a father's wisdom,
Larger spaces for chocolate cake . . .
Only those with their grey hair thinning
Know that man has a boy's beginning.

RADIO Workshop

from SCRATCH

By
GOULD MEENACH

CAN I START a radio workshop? What do I need? How do I go about it? It is really very simple.

First of all to start a workshop you need enthusiasm. If your superintendent or school board will give you the green light, it is up to your principal and you. To accomplish anything, the principal must be enthusiastic and completely sold on the idea of a radio workshop. He is the one to smooth out administrative problems such as program difficulties, the amount of credit to be given, conflicts with other classes when broadcasting, etc. Most important of all, I think the teacher must be enthusiastic. He must believe in what he is doing and put his whole heart and soul into it. He must have the courage to try a new field—he must be daring enough to experiment—he must be sensible enough to evaluate his results properly. The radio workshop teacher must have imagination, creative ability, and a fair knowledge of music. He must be able to visualize a scene and create that scene with voice, sound effects, and music.



EDITOR'S NOTE: *You can start a radio workshop with a room, a piano, and a lamp standard, and you and the pupils will have fun and will profit by it, says Miss Meenach. And if you have the funds and the facilities, you can develop the project to where it has real equipment and the programs go on the air. Miss Meenach has advanced to the latter stage, and has advice to offer. She is in charge of the radio workshop of Southwest High School, St. Louis, Mo.*

Don't let your workshop get too big. If it is too large, it is cumbersome to handle, and the native interest and enthusiasm of the students will swamp you. Keep it a select group. Require tryouts for admission. In holding tryouts, look for varied abilities. You will need groups for music, sound effects, and dialogue.

Your musicians should be able to play all types of music and, if possible, compose music bridges. Your sound effects crew should be able to "hear" sounds visually and have imagination and ingenuity enough to create and build their own effects. In selecting your actors, you must look for a pleasing, flexible voice and good enunciation. There should be no speech mannerisms or colloquialisms. An actor must be able to read script so that it sounds like real conversation—not reading. *He must make it intimate.* He must be able to understand and visualize a character, establish that characterization and hold it throughout a script. He must be able to show all shades of emotion in his voice.

What equipment is necessary to start a radio workshop? A room, a piano, and a lamp standard, if it is impossible to have the real thing. The lamp standard can be used to teach microphone techniques—how to work around a mike, how to hold and turn script, and how to stay on the mike. Draw chalk lines on the floor until the students learn the range of the mike. When you can get equipment, buy only the best. It is a waste of money to buy inferior pieces because they do not last and they never give satisfactory results. It is much better

to get one good piece than several inferior ones. To have a well-equipped studio, you need a sound-proof room with the proper acoustics, a control-room with a talk-back, a studio clock with a sweep second hand, three *good* microphones, a double or a triple turn-table, a recorder and a record player, and cabinets in which to store sound effects, records, and scripts as you accumulate them.

My workshop at Southwest High School in St. Louis broadcasts a number of times during a semester. The St. Louis Board of Education has sponsored several series of programs over a local radio station for the public schools. One series, "Journeys Into Storyland," keyed to the primary grades, is made up of dramatizations of their stories. Two additional series keyed to the sixth-, seventh-, eighth-, and ninth-grade levels used as their themes "The Story of Old St. Louis" and "Men of Science."

We have put on a number of each of these three series, doing as many as seven broadcasts in one semester. The series have by now become so popular that county and parochial schools listen to them as well as

our public schools. A recent survey showed a listening audience of about 33,000.

Last spring for a public In-Service Radio Conference, we were asked to put on a demonstration. We do programs for groups in the school and our Parent-Teacher Association. We have plenty of opportunities for broadcasting—in fact, it keeps us hustling to keep up with our programs. When the Board of Education gets its own station, we shall be busier than ever.

A radio workshop is hard work, but it is a lot of fun, and there is a great deal of satisfaction in it. The students are very enthusiastic and really work awfully hard. You know how much they love it when they are willing to come back to school several days during their between-semester vacation to work on a script. It is a real thrill to see the growth, ingenuity, interest, and cooperation of the boys and girls. Their self-forgetfulness and teamwork in the interest of a perfect production is really amazing. I really feel that a teacher gets much more from a class like this than he ever could get from an academic class and that he is well repaid for all the extra headaches and fatigue.



No Idea What or Why

A visitor to a science laboratory may not be impressed with the learning situation in the light of our high objectives in individual experimentation. Upon quizzing the pupils he might find that they did not know why they were performing an experiment and, more serious still, they did not know what they were doing. . . .

To improve the above learning situation various methods have been employed. When the pupil fails to read the purpose of the experiment as printed on the instruction sheet, the purpose, introduction, and directions may be read by the group as a whole. Adequate introduction of the experiment by previous classroom lecture and discussion is necessary though often neglected. The foregoing, however, are not effective for the inattentive pupil, the absentee, or where the work

is highly individualized in its nature. . . .

One effective procedure of several I have tried to make laboratory work more purposeful and intelligible, is having the pupil reason out and state at the top of the laboratory direction sheet his own purpose in performing each experiment. Before a pupil can do this he must know what the experiment is about. He may have to read material on the subject if he did not learn through introduction by the teacher and class discussion the nature of the experimental work to be done. Then, too, the pupil must know how the exercise is related to his main objective in taking the course. The responsibility for knowing why he is doing the experiment and what he is doing now rests where it belongs—on the shoulders of the learner.—HERMAN R. RAHN in *School Science and Mathematics*.

The Occupations Class goes into BUSINESS

By

LAWRENCE B. KENYON

THE CORPORATE FORM of business organization, the profit and loss statement and balance sheet, problems of production caused by scarcity of raw materials and labor—all these became real to a group of Davenport High School students through the organization of a miniature business, Student Industries, Incorporated.

The students who organized the company were all members of a class in Occupations, a subject required of all tenth-grade students at Davenport High School. The idea of organizing a business enterprise grew out of a class discussion of various types of business organizations.

A small group of students who seemed especially interested then met outside of class to plan the organization of a company. The first problem was to decide on what should be produced. The author was especially interested in the development of displays on local industries, and suggested this as one activity. Other projects suggested were small school pins, originally planned to be made from plastic, but finally produced from plywood; a polishing kit

for ROTC buttons, abandoned because no one could be found to put the idea into production; and a novelty scissor and spool holder.

With sufficient ideas for production the next step was to decide on the best type of business organization. This problem gave the opportunity for additional class discussion on the merits of various types of businesses. The boys decided that a corporation would be the most suitable form of organization, as it would allow a number of students to take part through a small investment.

Since all regular corporations must have a charter, Student Industries applied for its charter from the school board. Sample charters were obtained from newspapers to aid in drawing up the one to be submitted to the board. When the application was approved and a charter signed by a member of the board and the high-school principal, the company was ready to sell stock and begin operations.

The charter authorized the issuance of two hundred shares of stock at a par value of ten cents per share, and named the officials of the company for the first semester of the school year. The sale of stock gave an opportunity for class discussion on the various types of securities, the operation of stock exchanges, the part played by the Securities Exchange Commission, and the importance of capital investment in our economic system.

When the time came for the election of a new board of directors several boys outside of the original organizing group decided that they would try to get control of

EDITOR'S NOTE: *The boys in an occupations class of Davenport, Ia., High School got an insight into various business problems when they organized Student Industries, Inc. The miniature corporation sold stock, and then produced and marketed products. When the concern was liquidated at the end of the school year, it had earned a 50 per cent profit on its capital. Mr. Kenyon is supervisor of vocational guidance at the school.*

the company. They attempted to line up proxy votes and buy up stock, but the purchase of 25 per cent of the available stock by a supporter of the original group ended that plan. Before the maneuvering for control was over it was necessary to get the advice of a lawyer to settle the dispute. This experience with legal technicalities gave the boys an idea of the place of lawyers in the business field.

One student was put in charge of the development of each of the projects suggested. The fact that only two of the four projects were actually carried through brought out clearly the difference between getting an idea and carrying it out, and helped develop an appreciation of the value of managerial ability in business.

The manufacture of the school pins created various problems. From the beginning a scarcity of various materials presented difficulties. Plans to make the pins from plastic were abandoned when it was found impossible to purchase sheet plastic. Cutting the pins on a jig saw one at a time was a slow process, and few boys were interested in doing the work. Thus it was possible to discuss with the class the advantages of mass production, and the value of machinery and a skilled labor supply.

At no time was production able to meet the potential demand for the pins, built up through publicity in the school paper and through advertising posters developed by the advertising department of the company. However, it was unwisely decided also to manufacture pins for various school clubs, and a tentative order was received from the Spanish Club for twenty-five pins. The completion of these pins was delayed until almost the end of the school year,

and when they were available for sale it was found that no one wanted them. Thus another lesson in business was learned.

The production of posters dealing with local industries was a valuable project, since much useful material was obtained for the Occupations course. Student salesmen solicited local concerns for orders for display posters showing pictures of various products of the company, production processes, etc. These were to be purchased by the companies for \$10, then given to the school for classroom use. Student artists were hired to do the posters at a flat rate of \$5 a poster. Salesmen were given a ten per cent commission. Most of the firms approached were much interested in the opportunity of presenting their products and job opportunities in a display.

The problem of bookkeeping gave the opportunity for class discussion of a corporate balance sheet and a profit and loss statement, and also gave the company bookkeeper actual experience in handling a set of books.

At the close of the year it was decided to liquidate the company. Profits were sufficient that a 50 per cent dividend was declared by the board of directors, and \$10 was given to the local cancer fund.

To close the year the Manufacturers Bureau of the local Chamber of Commerce entertained the officers, artists, and chief stockholders of Student Industries at a dinner. The students discussed the problems that had arisen in their business, and the business men related some of their problems.

As the 1947-48 school year opened, students were inquiring about the formation of a new corporation.



A generous array of platitudes and statistics present the plight of the poor teacher. Public sympathy is all in favor of the teacher. Only he doesn't get increased pay. Teachers are becoming skeptical of all this good will. It has got them nowhere. As a result they are carrying on their own fight.—KENNETH WINETROUT in *The Phi Delta Kappan*.

Workshop Conference—No. 1:

GRANDMA ATTENDS

By
ALICE WONDER

MAYBE AT FIFTY I'm too old to be in step with modern educational conferences. I hadn't, however, quite pictured myself as having reached the "old foggy" status. Having reared two children and brought both through college graduation, I had an idea that my educational views might even be broader than those of teachers without the rich experience of parenthood.

My children think they are succeeding in keeping both my ideas and my behavior up-to-date, quite modern in fact. But broad minded as I picture myself to be and keenly interested as I am in improving my profession, I find that I am in a state of confusion brought on by my attendance, early this spring, at a "state curriculum planning" conference.

This was held at a delightfully rural summer camp site in rambling buildings heated only by huge fireplaces. Luckily, the five women in my party were robust, for even with extra blankets, the beds in the unheated dormitories were frigid in the inclemently cold weather. Making our own beds, tending our own fires in the big halls,

setting the tables all contributed to a novel, informal atmosphere. We had dressed warmly in suits and sweaters, but we found most of the men attired in rugged outdoor clothing: plaid woolen shirts, heavy jackets, and heavy boots.

There were in all about two hundred of us, half men, half women, representing faculty members from three leading colleges of education, administrators from large and small towns, teachers of all ages and from all levels, and a few young undergraduates from schools of education.

That evening after our good country supper we found that our conference was to be organized democratically on the workshop basis. Under an experienced leader we were "thawed out" by a half hour of singing, after which we agreed to divide up in groups by counting off in tens. Each group chose a chairman and a recorder, and each member in turn stated what problem he would like discussed at the conference.

The recorders with their lists then met with leaders of the conference to consolidate the problems into fifteen different educational issues. Examples of these include:

Adjusting the curriculum to the fast and slow learners.

The problems attending the use of audio-visual aids.

The intercultural problems and the promoting of racial tolerance.

The creative arts and their place in the curriculum.

The problems of delinquency and school attendance.

The problems of reading and basic communication skills.

The recruitment of teachers.

EDITOR'S NOTE: *Within a period of a month we received two articles highly critical of workshop conferences which the writers had attended in 1947. We thought that readers would be interested in the points of view expressed, and herewith publish the articles as "No. 1" and "No. 2." Each represents the personal reactions of one teacher to what went on at one camp workshop conference.*

While we recorders with the leaders were working out the list of problems in an adjoining room, the main hall was the scene of great gaiety as the other conferees who had not slipped out to neighboring spots of attraction were led in singing, games, and dancing. Obviously, judging from the hilarity, people were having a good time. In our working group, however, I had my first misgivings.

"We must be sure to include every problem that someone wants to shoot-off about," said one of the conference leaders. Of an instructor in a college of education, who sat next to me, I rather hesitantly inquired what was the real purpose of the conference. (If I were attending, I should be supposed to know.) "Oh, largely to make teachers curriculum conscious and to give them a chance to express their views unhampered by their own administrators," said he.

By eleven-thirty most of us had retired to our icy beds, and the three of us who shared one room amused ourselves by imagining certain of our conventional, sophisticated friends back home in the midst of our novel experience. We decided to be objective and open-minded and hope that something constructive would come out of it, something to compensate amply for our time and discomfort.

Breakfast was served at eight, certain chosen ones setting the tables and all carrying dishes to the kitchen afterward. By nine o'clock we were all assembled and were once more limbered up by singing. Then each chose the group he would join for discussion. Now, I thought, we'll get down to business and get something accomplished, something valuable because of its practical or inspirational nature.

I joined the group discussing the adjustment of the curriculum to fast and slow learners. In our group of thirteen were people from large city schools with large classes and others from small-town schools with small classes. We included elementary,

intermediate, high-school, and college teachers. Our viewpoints were widely divergent, in fact miles apart because the particular area of the educational field each of us knew was naturally remote from the others. It reminded me of the blind men examining an elephant.

The elementary teacher in a small town could not group her pupils by ability to learn because the parents would not permit so undemocratic a procedure. A youthful member of the state department with little if any practical experience in teaching leaped into the discussion to conclude that homogeneous grouping was "out" since it placed a stigma upon slow learners. A university high school teacher of mathematics expressed great concern for the bright children, the leaders of tomorrow, being retarded by the slow pace of the slowest learners and not being sufficiently inspired.

There was agreement that we needed to substitute such courses as Beauty Culture and Practical Mechanics for certain academic courses for slow pupils, but everyone conceded that progress was held back by over-crowded schools and insufficient funds for buildings, teachers, and equipment. The discussion then shifted to the main theme of the conference, "Living together creatively." How were we to build a program which would teach children to live happily with one another in order to promote world peace?

Well, after listening to this discussion all the morning and again in the afternoon and finally on Sunday morning for the summation, I began to wonder. There had been so much talk, much of it good in theory, but there came out of it absolutely nothing that anyone could take home to improve his day-to-day job of teaching. (In fact, the leader could see no use for mimeographing the summaries and sending them to the members.)

If these educational conferences result in no immediate help to those attending, how beneficial are they? Are we educators so

blind to needs for improvement that we must attend conferences to become "curriculum conscious"? Why do teachers spend their money and time to attend them? Do some go because they lead such dull lives that they get a certain psychological release just from being momentarily important in airing their grievances unhampered by their local administrators? Were only a few of us disappointed in not having something constructive and definite to carry home?

One never attends a meeting of educators without hearing new jargon, and this time it was "oblique issues" of education. This conference, I am sure, had many "oblique issues." Certain members, slightly inebriated—no doubt in the attempt to keep warm—became warmly affectionate, and some frustrated souls got a vicarious excitement not found within the walls of their school rooms nor in the narrow confines of their limited social spheres. In this "business civilization" of ours which James Truslow Adams so vividly describes, is it old-fashioned to admit that it sends chills down my spine to see educators imitating some of the worst practices of business boosters in order to be "he-men"? Must we go in for Bohemian atmosphere and chummy back-slapping to remove the teaching profession from the stilted, prim, spinsterish aura of the past? Can't we maintain good fellowship on a plane worthy of the dignity of a profession whose chief aim is setting a worthy example to developing youth?

In the past the stereotyped concept of a teacher as a narrow, stiffly humorless spinster has interfered with public appreciation of the teaching profession. In our present revolt from all this and in our attempts to live happy, normal, unhampered lives, aren't we in danger of gathering to our profession another brand of disrespect?

If we choose to be leaders of the young, haven't our parents and pupils alike the right to expect us, of all people in the community, to set the highest standards of

integrity, stability, and sobriety? In a conference attended by some of our bright young undergraduates preparing for teaching, I wondered what they were thinking of some of the men of my age?

On Saturday night we were treated to a jury panel discussion on "Living together creatively," and I heard some exuberant members eloquently exclaim over it, even suggesting that an entire conference be devoted to creative arts. It all sounds so lovely, but what good teacher isn't always "creative" in the best sense? Are we going to decide that there is no place, no need for any of the disciplines and habit training of life? As a parent who led a lazy adolescent boy from no habits of study to habits of concentration and finally to a genuine thrill in study through sticking grimly to certain routines in the formative years, I wonder. All the vague, beautifully phrased utterances and glowing generalities of the panel discussion somehow left me cold.

After all, I had a job back home teaching English. In this "business civilization" of ours, our principals become chiefly community-relations men, not educational leaders, for they haven't time nor energy for both. Where am I going to find help?

Unfortunately, the parents of too many of my high-school pupils want them to go to college. Some pupils still read very poorly. How shall I be "creative" in classes of forty? Some organize their ideas inadequately. When I teach sentence and paragraph structure, even spelling, am I failing to be "creative"? Some in the eleventh grade have fourth-grade reading abilities and rate "E" in intelligence.

I need practical help and leadership if I am to solve my problems. If we are to spend time and money on conferences, as a classroom teacher is mine merely a voice crying in the wilderness when I beg for practical, not theoretical leadership, and constructive results?

Just as parents from experience know

more than their children and, therefore, are capable of guiding them, so our leaders in education should know more than the ordinary teachers. Just as there are certain fundamental truths in life that parents should pass on to their children, so there are fundamental, universal truths in education. Even Quintilian in his "Institutes of Oratory" in 90 A.D. recognized that it is an excellent thing in a schoolmaster to take into consideration the individual differences of his pupils. These educational truths, however, have not been clarified. Thus, at our present-day conferences our teachers get the idea that to be "creative" one must not be thorough in teaching the basic skills in such subjects as reading, writing, and mathematics, and confusion of objectives exists.

I fear that in some respects our leaders in the schools of education throughout the country are actually doing a great disservice to education. There seems to be a com-

petitive rush to invent something new regardless of whether it is something better. All the lesser schools imitate the larger, more powerful ones in the attempt to be progressive. Before a teacher has mastered the best of the universal, fundamental techniques found valuable in any educational regime, he begins to hear of the currently *new* invention—perhaps "core curriculum"—and he begins to feel insecure, uncertain, and bewildered.

Certainly, we must keep education abreast of the times, but in so "freeing" the schools, why do not our leaders point the way to modification rather than to all-out revolution, to building on the best of the past practices—a process which, like the growth of the fine arts, will be truly creative and which will lessen the confusion in the minds of teachers old and young, a confusion which must be lessened if we are to educate efficiently the boys and girls before us in our classrooms today.



Sonnet to a Talkative One

(With Apologies to Shakespeare)

By NINA WILLIS WALTER

Shall I compare thee to a windy day?
 Thou art more gustful, more intemperate.
 Thy hot airs bake the darling buds of May;
 With tiresome arguings thou art inflate:
 Sometimes thine eye, crusade-intending, shines,
 And then to us thy good complexion dims,
 And of thee our opinion quick declines.
 Too bad a tiresome manner thee so trims;
 O would that self-conceit of thine might fade,
 And that thou recognize the debt thou owest,
 Ere Death shall brag thou wanderest in his shade.
 Thy very head more bone-like daily growest.
 So long as men can breathe, or eyes can see,
 So long from windbags tempt are we to flee.

Workshop Conference—No. 2:

THE BEAR TRAP

By

MARY LAKE

NOW THAT IT'S OVER and enough time has elapsed for me to evaluate the mixed reactions I had about the conference, I would like to throw out some questions to others who may have attended similar conferences.

It was mid-summer and an ideal time for spending a week at a state camp located on the shores of a beautiful northern lake. When we arrived, we found a large group of well-constructed buildings adequate to meet the needs of nearly one hundred secondary-school teachers and "resource people." The latter lived in the staff house and enjoyed the luxury of separate rooms and a screened-in porch. The women's dormitory accommodated fifty or sixty women in double-decker bunks. The men's dormitory was similarly arranged. In addition, there was a classroom building and the main lodge, where meals were served.

The conference had no general theme, but provided the opportunity for each school group or individual teacher to work out specific problems in education. Advance literature also stated that informal camp clothes would be in order, but how informal that attire would actually be, I had no warning. As the week wore on I learned many things of which I had been happily ignorant, and I am still wondering whether ignorance is bliss, or whether it pays.

The first general session was concerned with singing from song sheets, calling everyone "up front" by his first name (this pro-

cedure being a rule of such conferences, we were told), and the selection of a number of interest groups as proposed by the members.

Two school groups had come to the conference with specific problems to solve. These groups were honest and sincere, working on their problems daily morning and afternoon in order to accomplish their tasks. What did the others come for? Well, the "staff" very evidently came because they had to, as part of their job, though two or three of them were really serious and did their best to assist those groups in search of help. The device of using first names, however, was excellent for concealing the identity of the resource staff, and relieved them from much onerous duty.

A rather impressive list of "interests" was written on the blackboard that first morning, thirteen of them. Perhaps that was a bad omen, for they were combined and reduced to five. Of these, only two persisted to the end of the conference, besides those of the two school groups working on their own problems.

The method used for the groups was to have the members choose a chairman and a recorder. The recorder kept track of what was done each day. Any member of the conference could attend any of the groups at any time, and there was some change in groups from day to day.

The over-all schedule for the conference was as follows: breakfast at 7:30, general meeting at 9:00, interest groups until lunch time and again in the afternoon, dinner at 6:00, and general meeting again at 7:30. Much jollity reigned at general meetings,

EDITOR'S NOTE: Readers are referred to the Editor's Note of the preceding article.

with first-name calling and pantomime singing of a seemingly endless number of camp songs. Once a panel discussion of one of the "problems" broke down when the chairman failed to have questions answered as they were asked, and no one could remember what they were afterward. Besides, the hour was getting late and the real business of the conference for some of the members and staff, or so it seemed, had to get underway on the beach and in the nearby town.

The general meeting which was talked up the most was to be a discussion of emotional development in education. Now all earnest students of education today know the importance of emotional development, and most of us would like to know the magic "how" of this difficult problem. Here was a well-qualified authority to tell us at last! Here was our opportunity!

First we were treated to a socio-drama on the conference itself, done impromptu by volunteers. Then with one leg thrown over the arm of his chair in the accepted attitude of informality, the "authority," with help from one of the leaders of the conference, amusedly brought out a few points on "emotional release." With a definitely let-down feeling, we still-innocent ones made our way with our flashlights to our bunks, only to have our education in emotional release continued far into the night. By morning we were innocent no longer on the subject of the emotional development of many of our conferees.

The next morning at breakfast, the sturdy director of the camp came into the dining hall dragging a large, heavy iron contraption. Naturally he had everyone's attention as he stood at the fireplace end of the room.

"I want your attention, folks," he said, "and I want you to look at what I've got here. I don't know whether any of you know what it is or not, but it's a bear trap, and it'll catch wolves, too. Now tonight at twelve o'clock I'm going to set a few of

these traps around these grounds, and I hope that I won't catch anything in 'em except bears."

Accompanied by much laughter, he dragged the trap out past the tables. That was, however, the last of the all-night programs of emotional release on the camp grounds.

The final meeting was for evaluation of the conference. In true workshop fashion members numbered off to form random groups to discuss the questions given them—namely, Of what value has this conference been to me as a teacher and as a faculty member? How could it have been improved? After three-quarters of an hour groups returned to the classroom with the results of their discussion. The chairman listed two columns on the blackboard, one for *values*, the other for *suggestions*, and then proceeded to call on the recorders from each group. Some of the comments made in the groups never reached the blackboard, and in general the meeting turned into a self-admiration session, for many of those who could have spoken held their peace.

As I look at the notes I took on what was written on that blackboard, I am thinking some long, long thoughts on workshop conferences in general and education in particular. One of the values was given as opportunity for self-expression. What kind of self-expression were they thinking of, I wonder? One of the suggestions was to watch closer next time for "lost persons." I am wondering which were the ones who were "lost" at the conference.

Other suggestions were more time for swimming and more whole evenings left open. Left open for what? For types of recreation ranging from those of our adolescent pupils to those of the Hucksters on a Lost Week End? Another value listed was that through such conferences we could know where the leadership is in the state. Right here I shall have to confess that with two or three exceptions, and I want to make

these exceptions very clear, I was far happier when I did not know that the patterns of behavior in the business world had penetrated to the teaching profession.

Are we, too, going to throw principles of conduct and character out of the window? Are we, too, going to sneer at culture? Are

we going to practice emotional release through inebriation and promiscuity? Have we no care for the standing or advancement of our profession? Are we forgetting our public duty and our private charge? If these be true then it is time for me to say, "God help Americal!"



Government Funds for Private Religious Schools?

Our forefathers saw that if we were to have a government of the people, by the people, and for the people, our democratic way of life could not be based on any particular religious orthodoxy or institution. Hence religion was made a private, not a public, affair, freedom of worship and conscience were recognized, and citizenship and leadership in the American community were not qualified by considerations of religion.

To believe that men, ordinary men without benefit of any elite group—hereditary, ecclesiastical, military, or economic—can develop out of their own on-going experiences the values and arrangements that should govern their common life is a bold expression of faith. Our country is committed to this humane adventure. It is the responsibility of the schools to cultivate this faith in the possibilities of human personality, and to nurture the young into citizens who will manifest that faith in both their personal and their associated ways of living.

The leaders of certain religious bodies do not share this faith in the competence of the common man to determine his own guiding beliefs and standards. They have, therefore, sought permission to organize a special system of parochial schools in which supernatural conceptions will pervade the day-by-day experiencing and learning of the young. The American people, fully aware that this demand of the church would interfere with the effort of the whole community to enrol all of its children in a common system of schools, nevertheless felt that this privilege should be granted on grounds of religious freedom. Thus far Roman Catholics, more than Protestants and Jews, have sought to establish this alternative system of private religious schools. It is important to note, however, that at no time down to the present have as many as 50 per cent of the children from Catholic homes been enrolled in their parish schools.

Today, this burden of maintaining a second system of parochial schools grows heavier. As a

result, we are met with an ever more insistent demand that public funds be given to these parochial schools. Indeed, as one who has been intimately associated with labor and political movements of our country, I can report that many are now convinced that we shall never get a federal aid bill enacted into law unless it provides that the funds appropriated by the Government be made available to these private religious schools, as well as to the public schools.

Now this is an extremely doubtful situation for a minority—even a religious minority—to allow to come to pass. It means, in effect, that unless the demands of a minority are met, that minority will unite with reactionary and financially selfish groups to block federal support for the public schools. I know that many devout Catholics are profoundly disturbed about this present tendency. I also know that many of them, on the basis of their firsthand experiences as children and teachers in the public schools, would be happy were their church to put its strength behind the public school movement. They fear, as do many others, that if these sectarian pressures continue, serious religious cleavages may come to divide and embitter the American people.

. . . American democracy is now in a critical period. We need the cooperation of all men of good will if our country is to measure up to the possibilities and the demands of this time of profound transition. It is to be hoped, therefore, that American Catholics may sense the problems their present educational policies are creating, and that they will move to re-examine and revise their position. Even should they decide that they must continue their present system of private schools, it is to be hoped that they will wholeheartedly cooperate to see that public education is not made to suffer as it seeks to meet the needs—physical, intellectual, moral, and spiritual—of the young at this time. Only as our young are adequately educated can our country give the democratic leadership that the world now has a right to expect of it.—JOHN L. CHILDS in *Teachers College Record*.

EDUCATION

*The curriculum of
Carson Valley School*

for INDIAN LIFE

By
JAY ELLIS RANSOM

WHAT IS THE AMERICAN government doing today for the younger generations of Indian boys and girls found throughout our country? How are these children being taught to face the problems of adjustment to non-reservation life? Are they receiving adequate education to fit them for competition with their white neighbors?

Indian tribes are again on the increase, we are told, after their centuries-long road toward extinction. But have the inadequate, ill-equipped, ill-managed Indian schools of a generation or two ago, which were such travesties of educational opportunity, improved any today? Thoughtful Americans will probably find a partial answer to these and similar questions in a relatively little known institution which is doing a great work in the field of Indian education. This is known as the Carson Valley Indian Agency, located at Stewart, Nevada.

Looking backward, we find a half century or more of earnest experimental effort on the part of the Federal Government, to

determine the most effective and practical means of equipping the modern Indian to cope with American life today. In 1889 Congress authorized the first school for Indians in Nevada, but it was not until 1891 that the first classes were organized under Senator Stewart, in a small building constructed three miles southeast of Carson City, just off what is now U. S. Highway 395. Here among prosperous cattle ranches, at the foot of U. S. Highway 50—which descends abruptly from the snow-diamonded Sierras about Lake Tahoe—the Indian Agency Boarding School has grown to sizeable proportions.

Named after its founder, Stewart has grown from a barren, sagebrush flat to an oasis of luxurious foliage, green productive fields, and a spacious, tree-garlanded campus embracing cool, comfortable, stone buildings of attractive architecture.

In this 4,675 foot high valley where summers are cool and the winters pleasant, 500 Indian boys and girls spend the school year in residence at the Carson Agency. A goodly percentage come from broken homes, and for them Uncle Sam has become the only security they know. An insignificant fraction of the children come as potential or actual juvenile delinquents.

"They're not bad boys and girls," William E. Dial, former principal and science teacher, said. "They're just young human beings full of natural energy, and they have to let off steam. We supply the proper channels for this energy to go to work constructively, and our youngsters have every opportunity to find a satisfying life here."

EDITOR'S NOTE: *Government Indian schools nowadays aim to give pupils "a useful trade, economic security, and most importantly a prideful appreciation and enjoyment of the virtues and beauties inherent in their own native cultures." The practical curriculum of Carson Valley Indian School, Stewart, Nev., is explained in this article. Mr. Ransom is a teacher and anthropologist who lives at 205 Avenue C, Redondo Beach, Cal.*

That this is true is evidenced by the bright-eyed children and their happy enthusiasm while engaged in the congenial and purposeful activities which fill their hours.

An interesting feature of the school is the mixture of tribes represented. While most of the children come from the Paiute, Shoshone, and Washo tribes of the Nevada deserts, during the past year 37 different tribes were included—from California, Idaho, Oregon, Utah, and twelve other western states. Stewart, today, has become the general headquarters for the work of Indian administration in Nevada. Moreover, it is termed a non-reservation boarding school.

The school is organized according to grades. Pupils range in age from 6 to 19 years. Although ample instruction is offered in academic studies from the kindergarten to senior high school, after the seventh grade pupils specialize in vocational courses, with major emphasis on agriculture, dairying, and home making. In a region predominantly agricultural, this training finds an important place in the future home lives of the youngsters. Eventually they must return either to their reservation homes, which are centered in rural areas, or to small rural communities where agriculture and animal husbandry predominate. During the war, however, many graduates flocked to urbanized industry, and the school provides this type of training also.

A question commonly asked is, How do Indian children rank beside white pupils in school work? Mr. Dial answered this query by saying, "We find our pupils a little slower in some subjects, and superior to white children in others. When Indian pupils seem slower than their white competitors, it seems largely a result of an inferior home environment, language handicap, and economic insecurity, rather than innate intelligence."

The boarding school employs sixty per-

sons, headed by Ralph M. Gelvin. Frequently pupils come in, remain a few years, and then transfer to the public high schools in their home states. "Our training is such that transfer is made easy," Mr. Dial explained, and his long and successful experience added weight to his words. "A few of our graduates go on to college, some actually working their way through, while others take advantage of an educational loan from the Government, which they must later repay."

In the old days it was thought that Indian children should be taken away from their homes, sent to a boarding school, and taught the ways of the white man. For generations unhappy Indian children returned from such schools broken in spirit, neither Indian nor white, often desperate at having to "go native" again on the reservation. In the last decade this destructive practice has been replaced by the more modern philosophy that our minority peoples must have a satisfying place in the sun, a useful trade, economic security—and, most important, a prideful appreciation and enjoyment of the virtues and beauties inherent in their own native cultures. This is essentially what the Carson Valley Agency school is trying to do.

Under Mr. R. L. Tolson, superintendent of the industrial department, a thorough training is offered in auto mechanics, carpentry, cabinet work, plumbing, heating, painting, electricity, masonry, plastering, shoe repairing, power-boiler operation, telephone installation, road construction, maintenance, and surveying, plus a host of other useful trades.

"Every student," Mr. Tolson said emphatically, "is offered the opportunity to perfect some skill to such an extent that when he is graduated, credits can be applied on his apprenticeship training. In many instances, after several months' work on the outside, the student is advanced to a full journeyman's level."

Girls study home management, domestic

science, baby care, and nursing. They find practical value in the fine nursing training afforded by a hospital on the campus, where all the girls must spend part of their working hours. Some of the girls become full-fledged registered nurses.

Important in developing pride and self-assurance is the program of native arts and crafts and the teaching of leisure-time hobbies. In charge of this department is Frederick Forbusch, artist, philosopher, and able manager of the non-profit trading post, Wa-pai-shoni, which offers the finest native crafts to visitors at nominal prices.

"Basket weaving is done mostly by the Washoes and the Shoshones," Mr. Forbusch explained as he pointed out his fine collection of Indian basketry. "Most of the buckskin articles and water bottles are made by the desert Paiutes." He himself operates a magnificently equipped lapidary shop, in which he specializes in jade carving. In this shop young boys prepare for the day when adult leisure time can become productive instead of contributing to delinquency in local pool halls and bars.

Perhaps the most important feature of the school is its department of agriculture and the dairy. The Indian boys do all the actual work of caring for a fine herd of 35 pure-bred Holstein cows. The boys learn rapidly the principles of modern dairying.

In a valley famous for its great cattle and dairy herds the production of the Agency herd is amazing. Supervisor C. M. Homer produced some impressive figures. Between January 1 and July 20, 1946, their top producing cow gave 400 pounds of butterfat, a new record. "Our prize cow produced 740 pounds of fat on her second lactation

last year," James G. Cameron, manager, stated with pride. Under their efficient management the records show that while the dairy produced only 276,241 pounds of milk in 1940, five years later there was a record yield of 451,825 pounds of milk from 30 per cent fewer cows.

A progressive innovation of educational policy fostered by the school is the written agreement it makes with each pupil. By signing this contract the pupil agrees to work where directed, to do necessary chores on Sundays without pay other than board and room, and to follow all rules and regulations. In return the school agrees to furnish board and room, to pay wages for all summer work, to give an animal—hog or calf—as a bonus to each boy on completion of his contract, the animal to be worth at least \$25, and if it becomes necessary for a pupil to work a regular day on Sunday, to pay him regular wages. Finally, if a pupil is dissatisfied with any ruling, he may ask for a hearing before a committee of officials including an employee of his own choice.

The Carson Valley Indian Agency is embarked on a long-range program of habilitation and education of the Indian children whom it serves. As Frederick Forbusch aptly expressed it, "All races are born fundamentally equal. It is the environment which brings alterations!"

By providing as wholesome and constructive an environment as possible, the Federal Government is making it increasingly possible for Indian children to grow up with pride and self-assurance, and to take their rightful places in America's modern, mechanized civilization.

Rebel Pans PTA

There should be little outside interference with the teacher. Hold the teacher responsible for the training at school and fasten the responsibility on the parents for training at home. Divided responsibility will gather the best results. I doubt the value

of the Parents and Teachers Association as an adjunct to education. Parent and teacher relations should be personal, not through an organization. . . . A delusive joint control is really no control.—L. D. DAVIDSON in *Minnesota Journal of Education*.

I TAKE *my* PEN *in* HAND

The not-so-good old inkwell days

By SISTER MARY VIANNEY, S.S.J.

NO, THIS IS NOT an advertisement, but at first I actually believed these ultra, ultra ball pens would definitely end the shortage of teachers. "Why," thought I, "with public-address systems, radios, recordings, movies, slides, and now this grand release from the ink situation, teaching is mere child's play."

For although my experiences hadn't included the quill scratchings on papyrus from the banks of the Nile, the stylus inscriptions on the wax tablets of the Romans, nor even the sponge and slate of the little log school house, they did embrace the days of the wooden pen holders with separate steel points.

Ordinarily these arrived in the pencil box one received for a Christmas gift. Ah, those pencil boxes! Inseparably linked with the days of the wooden pen holders! They were rectangular white pine boxes about 5 by 12, decorated with bright flowers, and contained neat rows of pencils, crayons, a tiny sharpener, an eraser, pen holders, steel points, little pieces of felt called pen wipers, a comb, and in one corner a small collapsible tin drinking cup.



EDITOR'S NOTE: *As pupil and as teacher, Sister Mary Vianney has struggled along with the problems created by ink in the classroom. This is a brief history of the ink situation, from the inkwell-penpoint-and-holder period down to the present, with some notes on the bright but brief promise of the new "wonder" pen. Sister Mary Vianney teaches in St. David Convent, Detroit, Mich.*

Some boxes contained two layers, the lower consisting of a drawer which you could pull out by means of a knob, and an upper lid that swung on hinges. The top of the one-layer box consisted of a piece of wood which slid off and on in a groove.

Whenever teacher said, "Take out your pencils," you can well imagine the ritual of handling such a complex piece of furniture, as well as the accompanying noise—to which the pupils never objected. What with geographies and other texts there was never much room for pencil boxes inside the desks, and consequently many reposed on top. This was also interesting, because the slightest movement of the owner or the one in front of him would send it crashing to the floor. It has always seemed significant that the noise always occurred in the dead stillness following a reprimand or at some other equally psychological moment.

The straight pens also created the problem of inkwells. These were of types ranging from bottles fitted into holes in desk tops to flat metallic containers in the desks. Within several days restless boys would whittle their corks to a size that caused them to fall into the ink instead of cover it. Varied results followed this accident—stuffing in wads of writing paper to serve as a stopper, the spattering of ink all over the desk, and the evaporation of the liquid, which left a thick sediment in the bottom of the bottle.

The oft-illustrated freckle-faced boy dipping into the inkwell one of the braids or curls of the fastidious girl in front of him was founded on similar instances con-

nected with that fount of learning. Not only hair but unsuspecting flies also found their way into this dark receptacle. Even paper wads were dipped and kept in readiness for white middies and blouses the instant teacher left the room.

A faithful crew of us girls regularly volunteered to empty, wash, and refill the inkwells. This messy task ordinarily was accomplished on Fridays after school. First we emptied the bottles, washed them in pails of water placed on layers and layers of newspapers, dried them out with old rags, set them on clean papers, and with the aid of funnels refilled them from big gallon jugs labeled "Washable Ink for Classroom Use."

These funnels concealed the tiny bottle necks and we frequently miscalculated. If it hadn't been for the newspapers underneath—! "Keep your minds on what you're doing, and don't play too much!" gently admonished our teacher. I think her patience must have been tried as she supervised our carefree handling of the ink, which ordinarily ended with more of that liquid on us and the surrounding area than in the places assigned.

Spilled ink always reminds me of the night Marigold Mullins stayed to help with her Sunday dress on. Wilma Rossetti dumped about fourteen bottles into the pail, and the grimy water splashed all over Marigold. Even the label on the jug didn't make her stop crying, because her mother had gone downtown that day and Marigold was wearing the dress without permission. Teacher moralized to great lengths on the subject, and we finished our work in record time that night.

As for the straight pen itself, my principal memories of it are ink blots, laborious scratchings, constant wiping of lint from the points, and many jerks of the point in and out of the holder. They were fragile, and it was easy to catch the point in the paper. This was partially due to a common practice of using it as a dart and hurling

it into the battleship-linoleum covered floor whenever teacher wasn't looking.

Fountain pens were common years before we were permitted to use them in school. The chief objection was that they interfered with correct penmanship habits, for the exercises in our writing manual specified the use of a straight pen. Furthermore, parents at that time considered the fountain pen a luxury beyond the deserts and care of a school child.

Then the ban was lifted, but our glad farewell to the inkwell was a trifle premature. Youngsters met with accidents carrying their own bottles of fountain pen ink back and forth to school, and those who filled their pens at home would either forget to do so, or during the last period of the day raise the familiar cry, "My pen's run dry!"

One of the boys in my class used his pen for cleaning his nails, tightening screws, inscribing on thick pieces of cardboards, and scribbling on notebooks when he wasn't taking it apart. One day I asked him why he wasn't writing his test. "No ink," he said.

"You may use this," I offered, taking a bottle from my desk.

"Oh that," he said critically, "that ain't the right kind. It would roon my pen."

There was also the idea of placing several bottles of ink, with blotters, in accessible sections of the room. This has its points, but is also subjected to the same abuses as the pencil sharpener or the big unabridged dictionary. One must be vigilant or the ink bottle becomes a meeting place where dates are made and news and views exchanged. It's strange how many run out of ink simultaneously!

Once in annoyance I put the bottles away, and within a short time was approached by a pupil who asked could he please get an ink transfusion from another boy's pen. I observed closely and saw a literal ink transfusion from one pen to the other, the beginning of a vicious circle. So I put the

bottles back and kept up the time-honored custom of providing ink until after these so-called wonder pens startled our civilization.

The writing situation was almost too good to be true for a few brief weeks, but now I wonder. Forty children frequently clicking the guards off and on the pen-

points and blowing down into the capsule can really disturb a class, and if not handled properly some of these pens leak and have other disorders the same as their predecessors. So it looks as though there will have to be more of an improvement to lure the teachers back—if not perfect pens, then perhaps perfect pupils.

* * TRICKS of the TRADE * *

Time and energy savers

By TED GORDON

RETURNING PAPERS—It's easier to return papers without that tedious time-consuming method of calling off each pupil's name if you assign *each row* a number or letter, or even *each pupil* a number or letter, to put in the corner of any papers turned in. You or your pupil assistant can then quickly shuffle the papers into definite returnable order.

MAIL ORDER CATALOGS—Old mail-order catalogs can provide an almost unlimited source of help: letters can be cut out for tracing or for posters; illustrations can be cut out to be used for models or demonstrations; pages can be studied for

layout, advertising, and typography. You may have other uses to send in.

TIME SAVERS FROM A TEACHER OF TEACHERS—Under this heading the *Classical Journal* of March 1932 contains an article by Ruth Alexander explaining a system of 15 to 16 different loose-leaf notebooks in which she pastes clippings, magazine articles, helpful hints, etc.; explaining, also, how to mount pictures on pasteboard and then file them in envelopes which in turn are placed in boxes with home-made indexes; and finally, explaining how to paste suitable material in her teaching textbooks so that "they brighten my teaching even on days when my mind is not functioning very well. . . . In this way some of my choicest material thrusts itself upon me. . . ."

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EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

CHECKLIST—For awhile a pretty complete checklist of the day's routine is helpful for the new teacher to have on the desk, available to be glanced at as the day's work progresses and particularly just before leaving school for the day. Saves many of those nagging little lapses that often loom so large in the eyes of the department head or principal.

SALARY PLAN:

Teachers and Board Cooperate

By
LOUIS M. KLEIN

WITH THE COST of living continuing to spiral, the board of education of Union Free School, District No. 6, Harrison, New York, in the school year 1946-47 referred to its teacher committee a recommendation from the superintendent of schools to consider a further revision upward of teacher salary schedules. Simultaneously, the Harrison Teachers Association asked its teachers welfare committee to study the question of an increase in salary schedules. After both groups had met separately, they conferred and mutually agreed on a schedule which was adopted by the board, to take effect July 1, 1947.

The schedule adopted continued the principle of the single salary schedule and provided for salaries as follows: for a B.A. degree or its equivalent, a minimum of \$2,400 and a maximum of \$4,650; for a Master's Degree or its equivalent, a minimum of \$2,600 and a maximum of \$5,000; for a Doctor's Degree or its equivalent, a minimum of \$2,800 and a maximum of \$5,200.

Maximums are reached after 15 years of experience for those with a Bachelor's De-

gree and after 16 years of experience for those with training beyond a B.A. Increases are automatic and average \$150 per year.

The schedule provides that no new teacher shall receive more salary than the average salary of a present teacher with the same training and classification. The schedule further provides that teachers advancing in training from 4 to 5 years or 5 to 6 years will receive an extra increment of \$200. The schedule includes all teachers, nurses, and librarians.

Each teacher for 1947-48 was given a \$900 increase in base pay over the base pay for 1946-47.

While the teachers' salary situation was being considered, the superintendent of schools surveyed salaries being paid non-teaching personnel in Westchester County school systems. The survey was conducted through a written questionnaire sent to the superintendents of schools of all village and city superintendencies in Westchester County.

After the survey was properly tabulated, the superintendent met separately with various department heads and discussed with them what revised salary scales should be presented to the board of education. The suggested revisions upward in salary schedules for all non-teaching personnel were thus the result of cooperative mutual agreement between the superintendent and non-teaching school employees. These recommended revised schedules were approved by the board to take effect July 1, 1947. Minimums and maximums for each type of employee are as follows:

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EDITOR'S NOTE: *Everyone seems to have been reasonably content about the new salary schedules and sick plan which have been adopted in Harrison, N.Y. The teachers' end of the matter was arranged by agreement of a teacher committee and a board committee. The scale for non-teaching school employees was developed by the same method. Mr. Klein is superintendent of schools in Harrison.*

Minimum	Maximum	
\$1,700	\$2,400	Senior Stenographers (12-month)
1,800	1,700	Stenographers (10-month)
1,000	1,500	Typist (Telephone Operator)
2,400	3,000	General Mechanic-Engineer
1,800	2,700	General Mechanic
1,700	2,300	Custodians
1,100	1,500	Matron
1,400	2,100	Cafeteria Manager (10-month)
850	1,200	Cook (10-month)
700	1,000	Food Service Helper (10-month)

In addition to the foregoing schedule, each non-teaching employee was given for 1947-48 a \$200 increment and a \$600 cost-of-living adjustment if a twelve-month employee, a \$500 cost of living adjustment, if a ten-month employee. Cafeteria employees were given a cost of living adjustment amounting to \$300.

The Harrison Board of Education has also adopted a new sick-leave policy for all school employees. This policy was worked out by the superintendent's policy committee, consisting of the superintendent of schools, the principals of the four schools, and four teachers elected by the faculty to represent each one of the four schools.

The plan for all full-time employees is as follows:

1. Each employee is allowed 10 days each school year for personal illness or illness in the family with full pay.
2. A plan of cumulative sick leave with full pay, for protracted illness, was adopted. Under this plan the number of days of un-

used sick leave in previous years of service in the Harrison Schools is accumulated. Such accumulation, however, is not to exceed 100 days. If the illness extends beyond the individual's accumulated sick leave, the difference between the substitute's salary and the individual employee's salary is to be paid the employee for an additional 20 days.

3. In addition to what is provided in numbers 1 and 2, a maximum of 5 days in any one year is to be allowed for death in the immediate family of the employee.

4. In addition to the time provided in 1, 2, and 3, one day per year will be allowed, with the approval of the superintendent of schools, for absence for legitimate personal reasons—such as a court subpoena or urgent personal business which cannot be attended to at any other time.

This cumulative sick-leave plan is a vast improvement over the former plan which provided only a 10-day sick leave with full pay for employees who were ill or whose families' illness or death compelled their absence. The cumulative sick-leave plan is a morale builder. It frees an employee from unnecessary financial worry at a time when he needs to concentrate entirely on getting well.

The professional salary schedule for teachers adopted by our board of education, the revised salary schedules for all school employees, and the cumulative sick-leave plan are measures which will pay dividends to our school district in retaining and attracting competent personnel and in improving school services.



The Wealthy Young

Many children have the mistaken notion that money buys everything they want or need. Many earned more money during the war than their teachers and consequently they feel education is wasted time and effort. It is hard for them to realize that jobs are not always available and that college

education may be of definite value to them in the near future. I have spent hours trying to convince my pupils that carefully directed, conscientious work has no substitute in gaining life's worthwhile goals.—KENNETH A. ANGELL in *Washington Education Journal*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

LIBRARIES: A study of the nation's library facilities will be made by the Public Library Inquiry on a grant of \$175,000 from the Carnegie Corporation, announces Dr Robert D. Leigh, director of the Inquiry. Forty-nine representative American communities, ranging from metropolitan to rural, have been selected for an intensive cross-sectional analysis. The character of the library facilities and their relation to the needs of the population will be studied through 23 research projects.

I. Q. ACID: Glutamic acid tablets are being used to give a quick boost to children's I. Q.'s, reports Madelyn Wood in *Coronet*. Don't get excited yet—it's still in a very experimental stage. One boy of 7 with a lagging mental age was given the tablets for 6 months, and up went his I. Q. by more than 20%. But some backward children who improve after taking glutamic acid become mentally slow again when use of the drug is discontinued. Experiments are now being conducted to determine whether the effect of the acid is ever permanent.

WORKBOOKS: Workbooks with perforated pages may now be sent through the mails at the parcel-post bookrate, according to a recent decision of the U. S. Court of Appeals. Ever since the book-rate law was passed, the post office has discriminated against these workbooks. The reversal is the result of a suit brought against the Post Office Department by McCormick-Mathers Co. in 1944.

FLUNK: Representative Colorado teachers recently scored a failing average of 67 in a simple U. S. history examination, according to an Associated Press news story. About 100 teachers picked at random from those attending the fall 1947 convention of the Colorado Education Association took the test. The 25 questions used were taken from a history text used in the Denver schools. The questions covered such matters as these: Which side did the Tories favor in the American Revolution? Who assassinated Lincoln? What do we call the first 10 amendments to the Constitution? Some teachers missed as many as 20 of the 25 questions. The majority of teachers didn't know who was president of the Confederate States. Typical boners: George Washington drafted the Declaration of Independence, single-handed. The Monroe Doctrine "guaranteed equal rights to all." The U. S. acquired

the western states from Spain in the Spanish-American War.

FILM CAMPAIGN: The Virginia Education Association is planning to "hit the eyes of the Commonwealth's citizens with a series of films to be shown any and every place big enough to hold a screen," reports Lucile Wheeler in *Virginia Journal of Education*. Theme of the film series is the crisis in education and Virginia's low ranking educationally among the states. In 1944-45 the average Virginia teacher's salary was \$1,376, while the national average was \$1,846. For the same school year Virginia spent \$83 per child, as compared to the national average of \$125. Virginia ranked low among Southern states in per cent of state income devoted to public-school education—1.61%. In 9 other Southern states, the corresponding per cents ranged from 1.79 to 2.21.

ISMS: *Communism in Action* and *Fascism in Action* are pamphlets recently issued by the U. S. House of Representatives. The two pamphlets were prepared by the Congressional Legislative Reference Bureau under the direction, respectively, of Rep. Everett Dirksen (R., Ill.) and Rep. Wright Patman (D., Tex.). *Communism in Action*, "A documented study and analysis of Communism in operation in the Soviet Union," is 25 cents. *Fascism in Action*, "A documented study and analysis of Fascism in Europe," is 40 cents. Copies may be ordered from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

INTERNATIONAL: The International Labor Organization, as an example of successful international cooperation, is the subject of a free pamphlet, *The U. S. and the I. L. O.* The United States joined the I. L. O. in 1934. It is now a specialized agency of the United Nations, dealing with such problems as working conditions, wages, hours, child labor, industrial safety, and social security. The pamphlet was prepared for the use of social-studies teachers. Copies may be obtained from the International Labor Office, 734 Jackson Place, N. W., Washington 6, D. C.

"HIGHER" LEARNING: The Student Congress of the University of Pittsburgh has requested that institution to pay its athletes "or get out of the big league," reports the newspaper *PM*. Cause of

(Continued on page 256)



Educational Experimentation, with or without "Wham-Girls"

RECENTLY THE PAPERS and the radio were full of an investigation of certain aviation contracts. The original purpose of the inquiry seems to have been lost in the fog; so many red herrings were dragged across the trail that one interesting question, at least, has been lost sight of, namely—what became of the \$40,000,000?

In the general hubbub there emerged from time to time testimony about ways of building up what in business jargon is known as "goodwill." On the expense side of the ledger, deductible from taxable income, were outlays for professional smart-alecks, eight-dollar dinners, night-club checks, wedding-presents, hotel bills, and "wham-girls." The "wham," dear reader, is psychological; it has to do with blood pressure rather than explosives.

It is said that the tidy sum of \$40,000,000 was devoted to an experiment in aviation. Experimentation is an element of the spirit of the times; it is a way of finding better ways of achieving more for the welfare of humanity. After all, the forty million is only a two-bit piece for each of us Americans; and if those who appropriated the money were clear about the purposes and the circumstances of the expenditure, and if the money was devoted conscientiously to the job itself, the project is defensible.

BUT, muses the school man or woman, forty million dollars, distributed to the forty-eight states in proportion to school population and earmarked for experimentation in education, would produce results we have never dreamed of. Much that we do in the schools should be replaced

with better procedures. Because nobody has the time and money to try out, systematically, promising ideas in our field, we go right along making the same mistakes.

The type of citizen who complains about what he gets from the schools, and in the same breath demands a cutting of the school budget to the bone, is both amusing and depressing. Somehow it never occurs to him that improvements in education should be fostered in the same way that industrial improvements are promoted—by means of research money in the budget.

The classroom teacher is the one who, in the last analysis, must do the experimenting. But if he is to teach a regular schedule he cannot carry out a systematic process of experimentation. He hasn't the time, money, nor energy. He needs just what industry gives its own research staff—the frank appropriation of resources to experimental purposes. A teacher who is to carry out experiments should be a supernumerary—a teacher over and above the staff needed to operate the school. He should undertake only what he can do thoroughly. He should have time for planning, teaching, evaluating, analyzing, changing procedure, and recording the whole project. Each such experiment should be recorded so carefully and in such detail that other teachers could profit from it.

Thirty years ago we could not have asked this; we didn't know enough about methods of educational research. But now there are thousands of teachers who are capable of carrying out such enterprises, and there are hundreds of supervisory officers who are

capable of directing them. It is high time we got at it.

We can't do this acceptably without resources, any more than can industry. Our trouble is that, while industry includes the outlay for experimentation in the cost of production and so passes the bill on to the consumer, such an outlay in our field cannot be so disguised. An appropriation for research stands out in the budget, a shining mark for anyone with a tax phobia. Somewhere some courageous school boards—or congressmen—will have to do the sensible thing—put some money into systematic exploration of better things in educational procedure.

If Congress were considering an appropriation of \$40,000,000 to educational experimentation it might well deduct from that sum such amounts as in aviation, for example, seem to be needed for night-club frolics and the study of personal architecture. But, if they insist on including that—well, we can handle that too. Our incomes have not encouraged us to practice on eight-dollar dinners, but we pride ourselves on being able to learn anything.

H. H. RYAN

Ass't Commissioner of Education
State Department of Education
Trenton, N.J.

The Super-Doctor's Degree

There are too many doctors, too many doctors' degrees, and too many candidates for doctors' degrees. The mad rush for the title has picked up after the temporary letdown during the late war. Graduate students all over the country are compiling bibliographies, preparing outlines, and dusting off the shelves in the library stacks. Prospective students are examining catalogues to find out where they may obtain a degree bringing the most prestige and involving the least labor. Apparently, not many are thinking of the social and professional implications of this great trek.

It is no longer a mark of intellectual aristocracy to carry "Dr." before one's name. Time was when the possessor of a Ph.D. stood head and shoulders above the holder of the mere M.A. or even of other forms of the doctorate, both in the college catalogue and at commencement. But, as Porter G. Perrin almost brutally states the matter, "Now that most teachers have the degree, the title has lost its distinction."

A recent survey of trends in American higher education indicates that there were in 1940 no fewer than 27,522 doctors teaching in 639 institutions of collegiate grade with a combined enrolment of 948,896 students. After a bit of statistical treatment, it becomes evident that there were, on the average, 43 doctors per college and one doctor for every 34 students. When one considers the thousands of Ph.D.'s who teach in non-collegiate schools or who do not teach at all, and the thousands who hold other types of doctorates, regular and honorary, then

there is real reason for alarm. The situation cries out for reform.

The only solution lies in the direction of still higher education. As history shows, when the number of B.A.'s reached unmanageable proportions, educational administrators invented the M.A.; when the masters became almost as numerous, some original mind invented the Ph.D. and the collateral degrees. The time has arrived to revise standards upward and to require a super-doctor's degree of aspirants for high academic honors.

The prospective super-doctor must, of course, be trained in a super-graduate school. The Ph.D. is the sine qua non for admission to candidacy. Over and above the mere possession of the conventional doctorate is the minimum requirement of two years' additional study in the candidate's major field of interest. Unlike those in the ordinary graduate school, the courses will not be of the customary lecture type. All instruction will take place in a super-seminar. The successful completion of at least eight such seminars will entitle the super-doctoral candidate to be considered eligible for the next hurdle, the comprehensive super-examination. The ability to read four foreign languages must be demonstrated before and during the preparation of the research project. The acceptance of the super-thesis, plus the passing of the final oral examination—and the making of a super-doctor is complete.—WILLIAM W. BRICKMAN in *School and Society*.

Why not call it Docktor-Uber-Docktor (DUD)?—Ed.

➤ SCHOOL LAW REVIEW ➤

Massachusetts Does Some Strange Reasoning Again

By DANIEL R. HODGDON

Some of the strangest decisions of a hair-splitting nature come from the state of Massachusetts.

A teacher in the city of Lawrence was employed as a supervisor of arithmetic. She brought an action to compel the board to pay her the same salary as a man teacher employed as a supervisor in the grade schools.

The female teacher was supervising in the fourth, fifth, and sixth grades of an elementary school, while the man was supervisor in the sixth, seventh, and eighth grades. Notice that both supervised in the sixth grade and both in the elementary grades.

A statute of the state requires that women teachers employed in the same grades and doing the same type of work, with the same preparation and training as men teachers, shall be paid at the same rates as men teachers.

Usually statutes of this kind are interpreted by courts, teachers, and boards to mean teachers in elementary grades and teachers in high-school grades—but not so in Massachusetts. It is interesting to look at the arguments given by the court in this case.

The man teacher supervises the teaching of wood-working to boys only and in addition performs other duties, not similar to any performed by the female teacher. He orders and distributes supplies and keeps track of the time of other teachers.

Differences in the importance of these duties as compared with those of the other teachers are, of course, picayune, as school people know. Yet the court made much of these differences. Supervision according to the court, was the only thing in common. Strange that the court did not observe that supervision was the important item for which the teachers were employed.

The court then goes into a discussion of the differences between supervision of manual training and supervision of arithmetic.

In each instance the kind of work performed is "supervision"—regardless of the subject field supervised. It is this concept of the term that the law usually employs. If the details of each supervisory

position were analyzed, no two positions would be the same and the law would be nothing but useless print on the statute books.

It appears from this case that the man teacher had some differences in preparation—which would be true of most supervisors. The woman teacher had an extensive education and experience in the scholastic side of teaching. The man teacher had experience as a journeyman carpenter and had a short, normal-school education.

The term "same" on the statutes does not usually refer to the details of preparation but to "equivalent" preparation for a position. This interpretation is only fair and just because preparation should be determined in the light of years spent in training.

In this case it could easily be said that the female teacher had superior preparation. Preparation should be measured in terms of the job.

The court ruled that the types of work were not the same, although both were supervision; that the grades were not the same, although both teachers taught in the elementary school; and that the preparation was not the same, although each teacher had a sufficient number of years of training for his particular position.

This case demonstrates how carelessly and badly a statute can be written. It also demonstrates how important it is for school people to make sure that laws passed for the benefit of the profession are so drawn that school terms are defined clearly and in detail. Careful definitions do not have to be left to the determination of courts who may have little or no understanding of school matters and thus use narrow reasoning in deciding cases.

See *Murphy v. School Committee of Lawrence*, 73 N. E. (2d) 833 (1947).

Dismissal of Teacher

A teacher who was charged as follows is properly dismissed for cause and the case is not prejudiced by want of additional specifications when the reasons given here are provided by witnesses in

a hearing before a board of education:

Poor discipline, bad judgment, disregard of corrections, instability resulting in lack of confidence in her by other teachers and pupils, intemperate verbal attacks on certain racial groups, failure to care for materials, and substitution of extreme and erroneous personal ideas about health for adopted and required standards.

Fahl v. School District, 180 Pac. (2d) 532.

No Election—No Job

A teacher who was the only qualified applicant holding a valid teaching certificate applied for a position in Illinois. The teacher was not accepted by the board of education. An action was started by mandamus to compel the board to employ the teacher.

The court held that no person has a right to

demand employment as a teacher, and that the board had an absolute right to decline to employ an applicant for any reason and to reject an application without giving a reason, notwithstanding the fact that the applicant for the position was the only one holding a valid teaching certificate and was properly qualified.

There has been much discussion about the absolute and autocratic power of a board of education in a democracy like ours. The school system is supposed to teach democracy and to practice democracy in order that pupils may be trained to understand and practice democratic ways of life. Possibly a change in board procedures may be made in years to come and boards of education will be compelled to give sensible reasons for failing to employ or reemploy teachers.

See Halfacre v. Board of Education, 331 Ill. App. 404, 73 N. E. (2d) 124 (1947).



School for Ten and Eleven Months in Wise County

... For the second consecutive summer [Wise County, Va.] ran schools [in 1947] without tuition cost to parents.

[In the summer of 1946] the elementary schools continued in session for ten months; the high schools for eleven months. The daily schedule began at eight o'clock; from this time until noon regular classes were taught. From one o'clock until three, teachers supervised activity programs.

Pupil attendance neither during the morning session nor the afternoon was mandatory. At the end of the regular term, elementary teachers advised pupils and parents, telling them that anyone who wished to come might do so. Those [who had] passed their work could review in order to become stronger; those who had failed to meet the standard might try to overcome their weaknesses. . . .

While it was not expected that a voluntary recreational program would meet with superior outcomes the first summer, many schools did find results gratifying. A few rural schools succeeded in getting adults as well as children to participate in play activities. One of the chief factors against play in the afternoon was the mid-day heat. This year teachers wishing to conduct playground programs may elect a time later in the day if such meets with the approval of both teachers and community.

Some high schools, or larger elementary schools, organized the . . . staff into teacher teams, which

... worked together in helping children with projects they wanted to do. Art, singing, home-making, woodwork, the running of films, and dramatics seemed to be the most popular.

According to reports of W. D. Richmond, director of instruction, and Dora Jessee, elementary supervisor, some rural teachers took their pupils on excursions to points of interest in the county. A few pupils who, the following year, would be transported to the high-school centers, visited the high school to become acquainted.

Teachers in the elementary schools who wished to go to summer school were excused to do so. In addition to going to college centers, opportunity was afforded to take classes in extension work in the county.

High-school teachers worked also ten months, but by letting half the force teach in June and the other half in July, the schools were easily operated for the required forty days. Evidence of the interest taken by pupils was proved by the fact that 552 pupils in the county attended summer high-school classes.

High-school pupils did not show as much willingness to return for recreational activities in the afternoons, but teachers were assigned such jobs as checking records, reviewing films, working in the library, and making plans for the future.—LUTHER F. ADDINGTON in *Virginia Journal of Education*.

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BOOK REVIEWS

KIMBALL WILES and EARL R. GABLER, *Review Editors*

New World of Chemistry, by BERNARD JAFFE. New York: Silver Burdett Co., 1947. 710 pages, \$2.88.

Although *New World of Chemistry* has been written with the purpose of getting basic chemistry subject matter across to the high-school student, other important outcomes are also emphasized. The author has included interesting descriptions of the manner in which the scientific method has been used in making important discoveries in the field of chemistry.

Some exercises at the end of each chapter have been designed to give the student experience in using the scientific method. An attempt has been made to relate the subject matter of each of the thirty-nine chapters to the students' environment without diluting the content. Emphasis has been given to the ways in which chemistry helps provide the things used in everyday living. Much of the consumer chemistry that is needed in purchasing and using commodities wisely is also included.

The author claims that *New World of Chemistry* meets fully the requirements of modern courses of study and examining boards. The subject matter of chemical and physical occurrences is based upon the modern concepts of (1) the electron theory, (2) the theory of ionization, (3) the law of the conservation of matter. One complete chapter is given over to a simple but scientifically accurate account of the release of nuclear energy.

Several things have been done to assist the reader in understanding the material presented. The vocabulary has been simplified so that chemistry students should have a minimum of difficulty with language. Whenever it has been necessary to use technical terms, they are defined where they are first used.

Diagrams are clearly and simply constructed to avoid confusing the reader with irrelevant detail, and photographs have been carefully selected to tell a story and attract interest. Exercises, summaries, and annotated bibliographies are included at the end of each chapter to assist the student in his learning.

J. DARRELL BARNARD
School of Education
New York University

Science: A Story of Discovery and Progress, by IRA C. DAVIS and RICHARD W. SHARPE. New York: Henry Holt and Company, 1947, revised edition. 538 pages, \$2.36.

This book is very well done. A vast amount of

scientific information is presented in a readable and interesting manner. Scientific principles are stated in simple language and special attention is given to definitions of new terms. The book is especially good in showing applications of scientific principles to common devices and experiences of everyday life. A large number of illustrations aid considerably in this respect.

The book is written in a simple language which should be readily understandable to the group—ninth- or tenth-grade students—for which it is intended. Still, on the whole, it is quite accurate from a scientific point of view, and very few statements in it would be subject to criticism by specialists in the various fields of science. The ample supply of questions and exercises should serve as an excellent aid to the teacher.

The pages at the beginning of each unit which are devoted to the story of discovery and progress form another nice feature of the book. The historical facts thus given show evidence of considerable study on the part of the authors.

ERIC RODGERS
University of Alabama

Handbook for Remedial Reading, by WILLIAM KOTTMAYER. St. Louis: Webster Publishing Company, 1947. 179 pages, \$2.24.

Dr. Kottmeyer introduces his book with the question, "Why Another Book on Reading?" He answers it himself by saying that this one is short, "not scholarly," simple and practical, and therefore easy for teachers to read. He points out that the purpose of the book is "to review briefly some background information for teachers, to establish a sequence of reading skills development, to suggest ways in which a teacher may help a retarded reader and may differentiate reading instruction in a large classroom."

The Introduction, which presents important basic premises, is simple and direct. Dr. Kottmeyer particularly warns of the evil results of social promotion without adjusted instruction. Chapters 2-6 deal with such problems as vision and visual difficulties, the mechanics of reading (eye movements, fixations, regressions, etc.), the usual causal factors, an analysis of reading skills, and diagnosis of disabilities (including individual and group diagnosis).

Chapter 7 presents a very detailed discussion of individual remedial reading, with specific suggestions for (1) developing word recognition, phrase

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reading, assimilative reading skills, (2) recreational reading, (3) basic locational reading skills, (4) rate, (5) word meanings. Chapter 8 deals with classroom organization, and contains suggestions for adapting individual diagnosis and remedial work to large groups of children.

Although some of the clinical aspects are emphasized, this book will be very valuable to teachers who are interested in giving the retarded reader learning techniques for independent use. Considerable emphasis is given to the phonetic approach. The sections on word meaning, dictionary usage, and sources for developing critical thinking are particularly noteworthy.

Although Dr. Kottmeyer points out the importance of background knowledge (p. 52) in determining emotional and social maladjustment, educators interested in the emotional and social development of children as a part of the remedial program will probably feel that the book is over-weighted in its emphasis on the development of the mechanics of reading. All teachers working in the field of remedial reading, however, should have this handbook at their disposal.

MAY LAZAR, Assistant Director
Bureau of Reference, Research, and Statistics
New York City Board of Education

Our Changing Social Order, by RUTH WOOD GAVIAN, A. A. GRAY, and ERNEST R. GROVES. Boston: D. C. Heath and Company, 3rd ed., 1947. 616 pages, \$2.60.

According to the authors, the third edition of *Our Changing Social Order* contains new material in the following chapters: "Social Security and the Family," "Full Employment and Full Production," "Saving Free Enterprise," and "Organizing the World for Peace and Promoting the Welfare of Minorities."

This book deals with the social forces and background underlying present-day living. The material is understandingly presented through some thirty-four chapters, which are amply illustrated with visual aids. It represents the middle-of-the-road point of view—in other words, use of the book should not cause any one to lose his job.

Although the authors have made many contributions, among which may be classed Unit Six, "Living in the Family Group," and Chapter Fourteen, devoted to "Making the Most of Marriage," somehow they do not seem to have come to grips with the obstacles to the "good life." For example, why give a chapter to "Alcohol as a Cause of Maladjustment"? Isn't it true that alcoholism is a symptom of maladjustment rather than a cause? Also, it seems that more space should be given to at-

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tempts at cooperative planning and living such as consumers' cooperatives (with an allotment slightly more than one and one half pages), T.V.A., and other federal agencies.
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Metropolitan Achievement Tests: Form R
—Advanced Battery, by RICHARD D. ALLEN, HAROLD H. BIXLER, WILLIAM L. CONNOR, and FREDERICK B. GRAHAM. Yonkers-on-Hudson, N.Y.: World Book Co., 1946. 25 tests for \$2.70.

The Metropolitan Achievement tests have been known and used quite widely for a number of years. The new form that is represented by this 1946 edition follows quite closely the mechanical set-up of the first form published. The important change has been the inclusion of a test in science. To add to the workability of the form, sub-tests are provided for all major subject-matter areas covered by the tests. Standardization has been done on the basis of adequate sampling and numbers. Both age and grade norms are provided.

The tests reveal a high degree of validity; even though it is vaguely stated that the test items have been justified in the light of courses of study, textbook, and experts. The authors should be specific in terms of the kind and number of courses of study, etc., used. However, in fairness to these tests it should be said that this lack of definiteness is nearly universal.

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E. R. G.

Sportsmanlike Driving, AMERICAN AUTOMOBILE ASSOCIATION, Wash. D.C., 1947. 425 pages, \$1.25.

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NILES ANDERSON, Supervisor
 Section on Safety Education
 Pittsburgh, Pa., Public Schools

Contemporary Problems Here and Abroad, by EDITH WEST, DOROTHY MERIDETH, and EDGAR B. WESLEY. Boston: D. C. Heath and Co., 1947. 598 pages, \$2.28.

Although we hope that the trend is away from the subject-centered curriculum where textbook assignments are the chief responsibilities of teachers, good learning situations can still be enhanced by suitable, up-to-date reference material. *Contemporary Problems Here and Abroad* is such a social-studies reference book.

Not only is its material interestingly written on the reading level of secondary-school students, but the arrangement is such that one may easily locate information on any phase of social studies by reading only a few pages. The charts, graphs, and maps make the data presented quite meaningful, and the bibliographies on books, pamphlets, and movies at the end of each chapter would be very useful to any teacher.

For American secondary-school students to reach intelligent conclusions, they must become familiar with all the data both for and against an issue. These authors have presented in an unbiased manner all sides of such controversial issues as planned economy, world government, military government, and relationships between the USSR and the United States.

FRED McCUNE
 Secondary School
 Colorado State College of Education
 Greeley, Colo.

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Language Skills (Grade 10), by LUCY H. CHAPMAN and THOMAS CAULEY. New York: Harcourt, Brace and Company, 1947. 491 pages, \$1.72.

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Albany, N. Y.

Controllable Community Characteristics Related to the Quality of Education, by TRUMAN MITCHELL PIERCE. N.Y.: Bureau of Publications, Teachers College, Columbia University, 1947. 88 pages, \$2.25.

This is a report on one aspect of a study in approximately 60 school districts in the metropolitan area around New York City. It deals with the relationship of community characteristics to the quality of education, and seeks ways of improving the schools by exercising control over certain community factors.

Two significant possibilities for bettering the quality of education are revealed. The first and slower of these is to work for the community itself. The second method, which is quicker and more readily employed, is to seek deliberately to raise the level of community understanding of the power of good education, its purposes, and methods of achieving them. Techniques in both categories are discussed.

The meaning of such findings for school public-relations programs and for staff participation in community-betterment programs of many kinds is obvious. The report merits careful study of its implications for district organization and centralization of control.

JOHN H. HERRICK
Bureau of Educational Research
Ohio State University

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SCHOOL NEWS DIGEST

(Continued from page 244)

the outburst was a 69-0 defeat of the Pittsburgh football team by the (presumably well-paid) athletes of the University of Michigan. . . . The Old Hickory Paddle Co., Danville, Ind., manufactures paddles used in Greek-letter fraternities for chastising pledges.

CEMETERIES: Cemeteries operated for profit were revealed as a new source of school revenue in Missouri when Dallas School District No. 76, Jackson County, recently put one of them on the tax rolls. The new Constitution adopted in 1945 specifically provides that only non-profit cemeteries are exempt from taxation, says George L. Gisler in *School and Community*, Missouri state education journal. "Profit cemeteries" could have been taxed under the previous Constitution, but "it was not generally realized."

RESORT: A 2,080-acre ranch in the Ozarks has been donated to the Missouri State Teachers Association by E. T. Behrens, Missouri business man, reports *School and Community*, MSTa magazine. The ranch is a ready-made recreational center for the teachers of the State, as it has eight cottages and cabins fronting on a river, and several larger buildings.

LAY GROUPS: Milwaukee, Wis., high schools and their contributing elementary schools are cooperatively developing lay-group meetings in their districts to discuss the needs of Milwaukee pupils, and how these needs can be met, reports *Teaching Progress*, journal of the city school system. These district meetings are an outgrowth of similar discussions with lay groups held on a city-wide basis by the Curriculum Planning Council. The flow of suggestions at the city-wide meetings indicated the need for a larger school budget, and the lay group seemed convinced that taxpayers should be educated on the importance of Milwaukee's educational and recreational program.

DRIVER TRAINING: Motor cars with dual controls may be obtained on a loan basis by high schools and colleges throughout the country, announces the American Automobile Association. One condition is that the school have a qualified instructor in charge of an approved Driver Education and Training course. Information may be obtained from the Traffic Engineering and Safety Department, American Automobile Association, Washington 6, D. C.